

Volume VI.

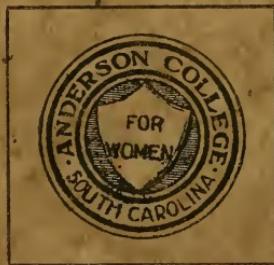
JUNE, 1923

Number 2

Anderson College

Anderson, South Carolina

ESTABLISHED 1910

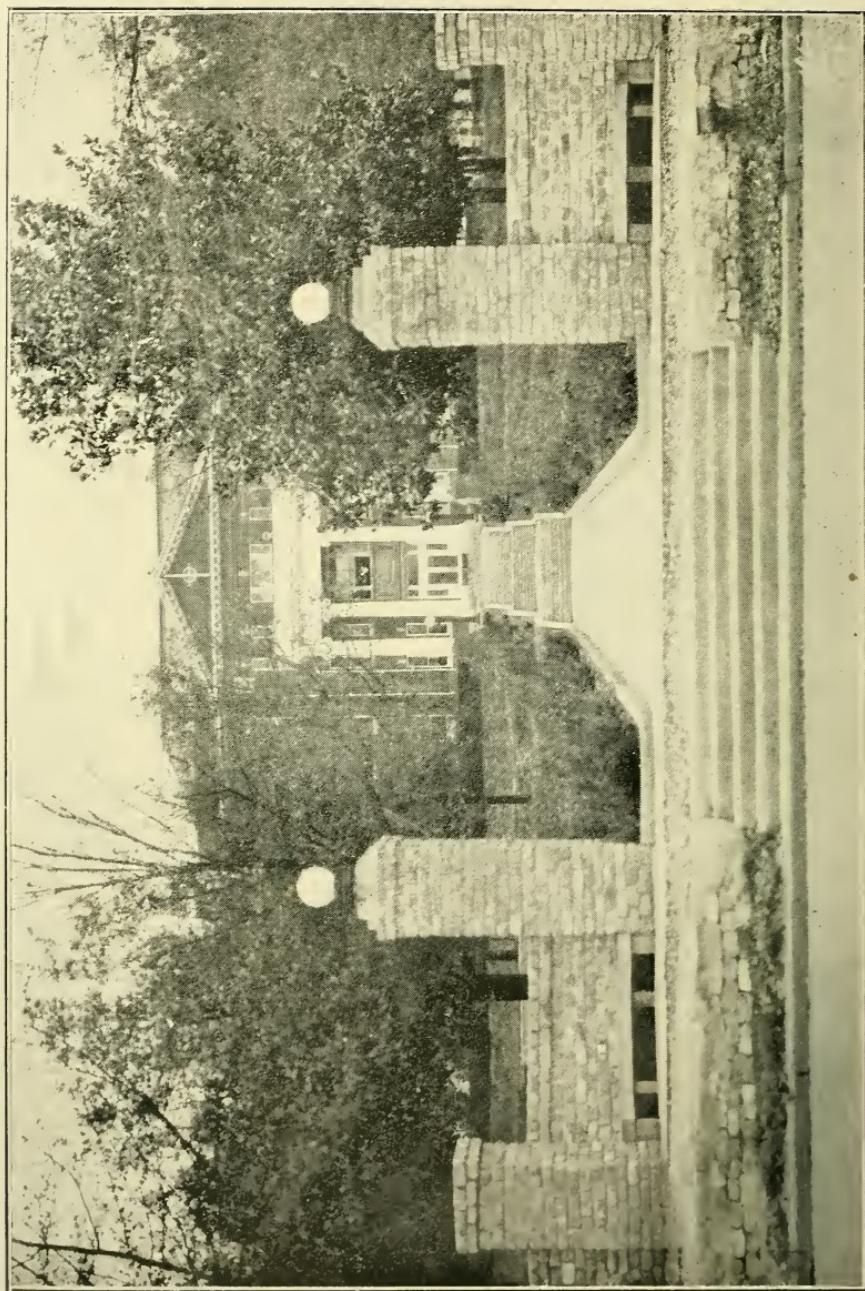


Catalogue
1922-1923

Announcements
1923-1924

A faint, watermark-like illustration of a classical building's facade. It features four prominent Corinthian columns supporting a wide entablature. Above the entablature is a triangular pediment. The entire structure is rendered in a light beige or cream color, blending with the background.

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VIEW FROM THE BOULEVARD---ADMINISTRATION BUILDING

THE
CATALOGUE
OF
ANDERSON COLLEGE
FOR WOMEN

ANDERSON, SOUTH CAROLINA

TWELFTH SESSION
1923-1924

ANNOUNCEMENTS FOR 1923-1924

CALENDAR FOR 1923

JANUARY

S	M	T	W	T	F	S
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MARCH

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CALENDAR FOR 1924

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DECEMBER

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A CALENDAR OF 1923-1924

1923

THE SPRING AND SUMMER

May 19-26 Final Examinations.

May 26-30 Commencement Exercises Class of 1923.

The Furman Summer School will be in session at Furman University from June 12 to July 20.

1923

OPENING OF TWELFTH YEAR

September 10 Arrival Day for Teachers

September 11 Arrival Day for Students

September 12 Registration Day

September 13 Classes Organize

November 29 Thanksgiving Day

December 14 Christmas Holidays Begin

1924

January 2 Students Return

January 19 Lee's Anniversary

January 22 Semester Examinations

January 26 Second semester opens

February 22 Washington's Anniversary

Easter Recess Friday and Saturday before Easter Sunday

Last ten days } Final Examinations.

in May } Commencement Exercises Class of 1924.

BOARD OF TRUSTEES

JUDGE H. H. WATKINS.....President
P. E. CLINKSCALES.....Secretary

Until 1923:

R. S. LIGON.....Anderson, S. C.
J. DEXTER BROWN.....Anderson, S. C.
GEORGE E. SMITH.....Westminster, S. C.

Until 1924:

R. B. CURRY.....Greenwood, S. C.
P. E. CLINKSCALES.....Anderson, S. C.
JOHN C. PRUITT.....Anderson, S. C.

Until 1925:

H. H. WATKINS.....Anderson, S. C.
T. CLAGGETT SKINNER.....Columbia, S. C.
ROBERT BLACKBamberg, S. C.

Until 1926:

W. A. WATSON.....Anderson, S. C.
GRAVES L. KNIGHT.....Anderson, S. C.
MRS. J. D. CHAPMAN.....Anderson, S. C.

Until 1927:

W. W. SULLIVAN.....Anderson, S. C.
J. M. BURNETT.....Belton, S. C.
MRS. W. H. HUNT.....Newberry, S. C.

EXECUTIVE COMMITTEE

R. S. LIGON, <i>Chairman</i>	P. E. CLINKSCALES
H. H. WATKINS	W. A. WATSON
J. DEXTER BROWN	GRAVES L. KNIGHT
W. W. SULLIVAN	JOHN E. WHITE, <i>ex officio</i>

TRUST FUND COMMITTEE

P. E. CLINKSCALES	J. DEXTER BROWN
W. W. SULLIVAN	

OFFICERS OF ADMINISTRATION

DR. JOHN E. WHITE.....	<i>President</i>
DR. GRAVES L. KNIGHT.....	<i>Dean, Business Manager and Treasurer</i>
MRS. SAMUEL LUMPKIN.....	<i>Dean of Women</i>
MISS GRACE L. CRONKHITE.....	<i>Director of Music</i>
MISS WINIFRED A. STEPHENS.....	<i>Director of Voice</i>
MRS. GERTRUDE PRATT.....	<i>Expression and Physical Culture</i>
OLGA V. PRUITT, M. D.....	<i>Physician</i>
MISS ADLENE JONES.....	<i>Librarian</i>
MR. W. A. GILES.....	<i>Secretary</i>
MR. PAUL W. GIBSON.....	<i>Auditor</i>
MRS. PAUL W. GIBSON.....	<i>Matron</i>
MISS NELLIE BARTON.....	<i>Assistant Matron</i>
MRS. P. T. STANFORD.....	<i>Dietist</i>
MR. J. C. WALL.....	<i>Superintendent of Buildings and Grounds</i>

STUDENT ORGANIZATIONS

STUDENT GOVERNMENT ASSOCIATION

Lucia Richardson	President
Helen Foster	Vice-President
Clara Frances Harris.....	Secretary
Merdel Nix	Treasurer

ESTHERIAN LITERARY SOCIETY

Edna Parham	President
Gladys Atkinson	Vice-President
Lonie Huff	Secretary
Sara Frances Stephens.....	Treasurer

LANIER LITERARY SOCIETY

Lula Lee Leathers.....	President
May Armstrong	Vice-President
Clara Frances Harris.....	Secretary
Gladys Nixon	Treasurer

YOUNG WOMAN'S CHRISTIAN ASSOCIATION

Martha White	President
Willie Frank Hooton.....	Vice-President
Margaret Burnett	Secretary
Martha Dyches	Treasurer

YOUNG WOMAN'S AUXILIARY

Martha Dyches	President
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SENIOR CLASS

Ruth Cunningham	President
Sara Frances Stephens.....	Vice-President
Frances Mattox	Secretary
Sylvene Glenn	Treasurer

JUNIOR CLASS

Caroline Parnell	President
Martha White	Vice-President
Colie Blease	Secretary
Helen Wallace	Treasurer

ANDERSON COLLEGE

SOPHOMORE CLASS

Martha Dyches	President
Lucia Richardson	Vice-President
Eva Blume	Secretary
Sara Power	Treasurer

FRESHMAN CLASS

Malinda Aiken	President
Frances Burgiss	Vice-President
Emma Flowers	Secretary
Louise Wray	Treasurer

ATHLETIC ASSOCIATION

Lillian Huff	President
Ruth Todd	Secretary

DRAMATIC ASSOCIATION

Malvina Hopper	President
Frances Harris	Secretary
Elizabeth Jones	Treasurer
Ollie Nix	Reporter

ORION STAFF

Mary Paget	Editor-in-chief
Jewell Willie	Asst. Editor
Mary Owings	Business Manager
Frances Burgiss	Asst. Business Manager

ANDERSON COLLEGE ASSOCIATION

President.....	Mrs. C. S. Sullivan
First Vice-President.....	Mrs. Ernest F. Cochran
Second Vice-President.....	Mrs. John E. White
Secretary	Mrs. Charles Burton
Treasurer	Miss Mary Helen Burris
Auditor	Mrs. Ernest F. Cochran

FOREWORD

For fathers and mothers and guardians, and for the young woman considering the selection of a college, this statement is offered with respect to Anderson College.

A catalogue does not and cannot tell the truth—the whole truth—about a college. The vital matter—of what it will do to the inward life of character and ideals and ambitions of the student cannot be judged by its academic display alone. There are many things to consider in making an intelligent choice of college for a girl.

First: Its Location. Is its situation favorable to the concentration of the student's mind and heart upon the work to be done? Are its social contacts helpful to the main end of preparation for useful life?

Second: Its Equipment. This refers to faculty and administration; also to the accessories of instruction and provisions of dormitory and dining room. The student is tremendously influenced by her respect for the dignity and comfort which her college affords.

Third: Its Atmosphere. This is a most vital concern. A college may have all the other things, but unless it achieves the power of inspiration and enthusiasm and is permeated through and through with a great and noble spirit, it misses—and its students miss—the most essential moral value in education.

Fourth: Its Cost. People of wealth raise no issue of expenses, but they ought to. A girl may spend so much on her college that she expends very little on her education. The college which practices moderation in its charges will inculcate an economic and sound minded habit of thought in its students.

To these conditions of intelligent college life, Anderson College makes a sincere response.

First: Anderson is a remarkable community and its situation for a hard working student life is particularly favorable. It is a city of all conveniences, but it is not a city run mad with distractions. It loves its college and the students in it receive the most satisfying social consideration.

Second: The equipment of Anderson College represents a selected faculty of twenty-three instructors who have been chosen for expert proficiency, personality and Christian character. Its comfort for living and its beautiful appointments are by all acknowledged. There is never a complaint in this regard.

Third: The atmosphere of Anderson College is distinctive of a certain definite resolution to keep moral and spiritual values in pre-eminence. Dr. Wilfred T. Grenfell, of Labrador, recently visited Anderson College. He wrote back these words to the President:

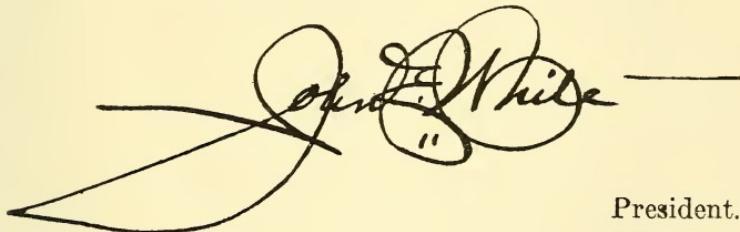
“I tried to emphasize the message which they told me afterwards you are always standing for—the influence of the living soul, as the supreme motive power, as against all and any intellectual attitudes.”

This is the atmosphere of Anderson College, the pressure with which it enfolds the girls within its walls.

Fourth: The expense rates of Anderson College are fixed moderately. With a generous community and the assistance of the Baptist State Convention of South Carolina, it is enabled to afford its great advantages at less than the actual cost for the maintenance of the student. Three hundred and seventy-five dollars is the charge for board and tuition and all fees. The special departments are also moderately priced as indicated in the catalogue.

The President will be permitted to add a personal word to prospective patrons and students. The Anderson College girl is cared for as an individual and not as one of a mass

of students. Her peculiar problem, her physical ease, her mental peculiarity, and her moral personality are matters of thoughtful conference. A physician, who is a member of the faculty, in full practice, and a trained nurse are provided for her. A great and good woman, Mrs. Samuel Lumpkin, devotes herself to the personal problem of every student and has no other duty but this. The faculty is a trained corps of personal workers with the academic progress of each student at heart. Dr. Graves L. Knight, as Dean of the college, directs these efforts with unfailing fidelity. The girl who comes to Anderson College invariably discovers that she is a part of a wonderfully democratic family of educators and in the hands of her friends.

A handwritten signature in black ink, appearing to read "John D. White". The signature is fluid and cursive, with "John" and "D." on the first line and "White" on the second line. There is a small circle containing a double quote mark ("") positioned below the "e" in "White". A horizontal line extends from the end of the "e" towards the right, ending with a short vertical line. The entire signature is written over a large, thin, curved flourish that starts from the left and sweeps upwards and to the right, ending under the "e" in "White".

President.

ANDERSON COLLEGE 1848-1923

The first recorded reference to Anderson College is found in the minutes of the Saluda Baptist Association for 1848. The year before this date, Dr. William Bullein Johnson, at the time President of the Southern Baptist Convention, established a school at Anderson Court House for the higher education of women. At first it was named "The Johnson Female Seminary". This institution was adopted by the Saluda Association in a formal resolution in 1849:

"Resolved, that as an institution for females we earnestly recommend to the public patronage, Johnson's Female Seminary at Anderson Court House, South Carolina, under the control of the Baptist denomination as an institution of very superior character, eminently worthy of our foster and care.

"Resolved, that we adopt the said Seminary as our associational high school for females; and will co-operate with our friends and brethren at Anderson village in sustaining and enlarging its usefulness."

The establishment of a college for women in Anderson was the undying fire of seventy-five years of community purpose, lighted in 1847 by the Johnson University enthusiasm. In 1910, the Anderson Chamber of Commerce inaugurated a campaign for subscriptions to build a college in fulfillment of the long deferred hope. The community responded with energy and unity. A mass meeting of citizens instructed a committee to proceed to the South Carolina Baptist Convention in session at Laurens, November, 1910, and to offer the Baptists of South Carolina \$100,000.00 and a beautiful property of thirty-three acres, located on the Boulevard within the city limits. This committee appeared before the Convention at Laurens and in the name of the people of Anderson urged the acceptance of the gift. The Convention voted

unanimously to accept it, and elected trustees. For eleven years the College through struggle has grown to its present estate of success and will begin its 12th session September, 1923, in a rising tide of wider and wider recognition in the South.

LOCATION AND SURROUNDINGS

The community of Anderson is particularly favorable for a progressive college. It offers the advantage of a cultivated and prosperous people who identify themselves with the institution in a whole-hearted way. The fabled estrangement of "town and gown" has no existence either in fact or fancy at Anderson. The faculty of the college constitute an honored citizenship and intermingle with the community life. The Chamber of Commerce, Rotary Club, and all civic movements include it in their programs of co-operation. The Anderson College girl is welcomed as a personal asset and recognized as the symbol of the most vital enterprise of the community. Under the condition her life produces more than an academic result, it produces the sense of public responsibility and community service.

The college is situated on a commanding elevation, a mile from the center of the city, in the midst of the handsomest private residences, and on the Boulevard, one of the great streets of the city. A more beautiful location under the healthiest and wholesomest environment could never have been found for a college.

THE EQUIPMENT

The educational plant fits worthily into its surroundings. It consists of five modern, steam-heated, brick buildings, connected by corridors, with ornamental loggias. Its dormitories provide exceptional comforts, affording every girl the practical conveniences found in the best appointed homes. Every room is attached to its private bath, lavatory, with hot and cold running water. The furnishings are uniform and of

the best quality. The class rooms are uniform, large, and well ventilated. The dining-room and kitchen are in appointment and equipment unexcelled by the best modern hotels. The charm of Anderson College life is homeliness and a great spirit of a big family contented and happy.

STANDARDS

In academic requirements, Anderson College maintains in actual performance a level of efficiency in equipment, teachings, and curriculum entitling it to the full recognition of the State Department of Education as a Standard College according to the definitions of the department. Its administration keeps intelligently abreast with the growing demands for academic efficiency through increased requirements for entrance and graduation. Its resident student body is limited to 300 and its faculty is constituted of twenty-three professors selected from the best colleges and universities. Its ratio of students to instructors is well in advance of the regulations of the national standardizing agencies. Full information of the courses of study offered will be found in this catalogue.

ANDERSON COLLEGE SCHOLARSHIPS AND LOAN FUNDS

I. Service Scholarships. In co-operation with ambitious students of limited means, from whose ranks comes leadership in church and state, and as fundamental to the character and ideals of a Christian college, the Board of Administration, with the approval of the Trustees, has organized a system for partial self support through appropriations from the college treasury of One Hundred Dollars per student for a limited number of scholarships. Students applying for this assistance engage to perform such service in the dining room, halls, library, studios and office as may be assigned them. These scholarships are designed to assist the student rather than to secure service. The number is quite large and the tasks apportioned do not rest heavily upon any individual. The effect of these provisions is the substantial aid rendered to the

student and the creation in the college body of the general spirit of helpfulness which belongs in a well ordered household.

II. Other Scholarships. Through the generosity of churches and individuals, an unusual number of loan scholarships have been provided to assist young women of exceptional merit.

1. First Baptist Church of Anderson—

Baraca Class,
Philathea Class,
Young Matron's Class,
Woman's Bible Class,
Woman's Missionary Society,
Ladies Aid Society,
Intermediate Department,
Foster L. Brown,
Mamie R. Watson,
Dr. and Mrs. A. L. Smethers,
George H. Bailes.

2. Young Men's Business League.

3. Dan R. Brown.

4. Saluda Association W. M. U.

5. Anderson College Association.

6. Martha E. Paxon Scholarships for Georgia Girls
(Miss Mary A. Walker).

7. Business Woman's League of the Second Baptist Church, Atlanta, Ga.

No application for scholarship assistance can be considered until the applicant has registered and paid the usual fee of Five Dollars.

GENERAL REGULATIONS FOR COLLEGIATE WORK

EXAMINATIONS

Two regular examinations will be given during the year. These will be held at the close of each semester.

In addition to these regular examinations, class tests and quizzes will be conducted at such times as the instructor in charge may see proper. These quizzes are never to extend over more than one recitation period of one hour.

Absence from examination means failure on the part of the student, and in no case will a second opportunity be given during the same year to stand the examination, unless it can be satisfactorily established that the absence was due to causes entirely beyond the control of the student or her parents. In case of sickness sufficient reason must be given to show that the sickness was of such a nature as to prevent attendance at the time.

REPORTS

At the end of each semester, to the parent or guardian of each student, is sent a report card showing her class standing. We desire to keep in close touch with the parent or guardian with reference to the student's progress and welfare in general. Parents are earnestly requested to examine these report cards and co-operate in every possible way with the college in order to strengthen points of weakness and deficiency. Parents can render valuable assistance by a hearty, sympathetic co-operation.

CONDITIONS AND DEFICIENCIES

Students who fail to make the required passing mark in their first examination will be given a second chance. Those failing at the end of the first semester, will be given a chance to make good this deficiency sometime during the second

semester. Those who fail at the close of the second semester will be given a chance to make good this failure at the beginning of the following fall term of school. To seniors failing in their final examinations, a second opportunity will be given immediately following their failure. Those who fail in two successive examinations will be required to repeat the semester's work in which the failure is made. The accurate use of English is required in all courses.

IRREGULAR OR SPECIAL STUDENTS

Students wishing to pursue a course of study in any of the special departments will be admitted into the college as irregular or special students. They are required to take not less than 15 hours of recitation work or the equivalent. Three hours practice or laboratory work is equivalent to one hour in academic work. The work in special departments must include the subjects prescribed by the department. The above requirement applies to those who are living in the college homes. Day students are permitted to deviate from the above regulation with the parent's consent, and the approval of the Dean.

REQUIREMENTS FOR ADMISSION

1. A deposit of \$5.00 is necessary for the reservation of room space and will be credited on first payment.
2. Applicants shall file in office by September 1st the uniform admission certificate properly filled out and signed by the high school principal of the school last attended. The required blank is sent to each applicant for admission.
3. A unit represents a year's study in any subject in a secondary school, the equivalent of 5 forty-five minute recitations a week for thirty-six weeks. For unconditional entrance to the Freshman class, every applicant must present 15 units. An applicant offering 13 units will be entered as a conditioned Freshman, and the two units which she lacks must be made up by the end of the Sophomore year.

4. Any applicant who cannot offer 15 units will be admitted into the Sub-Freshman Department.

5. Students presenting surplus entrance units for work equivalent to courses offered in the Freshman class of Anderson College (for example, Solid Geometry) may receive, by examination, college credit for such work. The examination will be given during the first week of the Fall session by the head of the department in which work is offered.

6. The following entrance units must be presented for the A. B. degree and the degree of B. S. in Home Economics:

English -----	3
Mathematics -----	2½
History -----	2
Latin -----	3
or { Science 1 Modern Language 2-----	3

Four and one-half units to be chosen from the following:

English -----	1
Advanced Arithmetic -----	½
Solid Geometry -----	½
Advanced Algebra -----	½
Trigonometry -----	½
Latin -----	1 or 2
German -----	1 or 2
French -----	1 or 2
Spanish -----	1 or 2
History -----	1 or 2
Physics -----	½ or 1
Chemistry -----	½ or 1
Botany -----	½ or 1
Zoology -----	½ or 1
Physiology -----	½ or 1
Agriculture -----	½ or 1
Household Arts -----	½ or 1
Music -----	½ or 1

7. No credit will be given for work in science unless note-books are presented for inspection or unless satisfactory evidence is given the Head of the Science Department that the proper laboratory work has been done. Any units offered in Music for entrance credit must be approved by the Director of the Music Department. One of the units offered in history must be for work in Ancient History.

8. All students who present themselves as candidates for graduation in Music, Art, or Expression must offer 15 units for unconditional entrance or 13 units for conditional entrance.

Anderson College takes a liberal policy in regard to entrance credits of candidates for graduation in Music, Art, or Expression. For example, if a student cannot offer the full number of units in Mathematics, an equal amount of work offered in Science, History, or Language will be accepted, with the permission of the Dean on the recommendation of the Classification Committee and with the approval of the Director of Music or the Director of Art or the Director of Expression. Also, with the permission of the Dean on recommendation from the Classification Committee and the Director of the Music Department or the Director of the Art Department, or the Director of the Expression Department, students may begin to specialize before they have completed their entrance work.

ADVANCED STANDING

Applicants for advanced standing in the College where early work has been done in another college, or in other colleges, and who present an honorable dismissal will be admitted with the credits to which their past work may entitle them. Blank forms are provided for making application for advanced standing and should always be sent for and used.

No credit will be given for work done elsewhere unless a transcript of credits for same is presented within one semester after the student registers at Anderson College.

No credit will be allowed for work done in Summer Schools except by certificate from an accredited summer school, or by examination by the Head of the Department concerned, during the first week of the fall or spring semester.

COURSE OF STUDY FOR A. B. DEGREE

FRESHMAN YEAR

Required Work

English I -----	3
Mathematics -----	3
History I -----	3
Latin or	
Modern Language -----	3
Physiology & Hygiene-----	1
Bible I -----	2

15

SOPHOMORE YEAR

Required Work

English II -----	3
History -----	3
Mathematics	
or	
Science { Physics	
Chemistry ----- 3	
Biology	
Latin or Mod. Language---	3
Bible II -----	2
Elective -----	1

15

JUNIOR YEAR

Psychology -----	3
Composition III -----	2
Elective -----	10

15

SENIOR YEAR

Sociology and Economics--	3
Elective -----	12

15

In the Junior and Senior years each student must do her major work in one of the following groups, i. e., she must do at least 15 hours of her elective work in subjects listed in one of the groups:

GROUP 1

English	
History	
Philosophy	
Education	
Bible	

Required work -----

GROUP 2

Mathematics	
Biology	
Physics	
Chemistry	
Geology	

37 hours

Major -----

15 hours

Other electives -----

8 hours

Total -----

60 hours

Any student may elect work in the departments of Art, Music, Expression, Home Economics, or in the Commercial

Course; the amount of credit allowed on the A. B. degree for such work not to exceed six hours.

No student shall receive credit on A. B. degree for work in more than two special departments.

No credit shall be allowed for less than two semesters' work in any special department.

In all subjects in which the second semester's work is a continuation of that of the first semester, no credit will be given unless the course is taken the entire year.

A student must continue for at least one year in College any language offered for entrance credit. A student offering only one unit in modern language must take that language for two years in College. A student offering no units in modern language must do one year of a language in the Sub-Freshman department and two years of the same language in College.

A student admitted to advanced standing in the Language department, who fails in her work for the first sixty days will be put into the next lower class.

No student may carry more than 18 or less than 15 hours work or its equivalent during any semester unless she shall have the permission of the Dean on recommendation from the Faculty. A request for such recommendation shall be presented in writing to the Faculty within the first two weeks of any semester.

DESCRIPTION OF ENTRANCE SUBJECTS

ENGLISH—3 or 4 UNITS

Preparation in English must be thorough in fundamentals: A correct and clear English spoken and written, and the ability to read with accuracy, intelligence and appreciation the best literature.

A—READING

With a view to large freedom of choice, the books provided for reading are arranged in the following groups, from each of which at least two selections are to be made, except as otherwise provided under Group I.

I. Classics in Translation: The Old Testament (comprising at least the chief narrative episodes in Genesis, Exodus, Joshua, Judges, Samuel, Kings and Daniel, together with the books of Ruth and Esther), The Odyssey (with the omission, if desired, of Books I, II, III, IV, V, XV, XVI, XVII), The Iliad (with the omission, if desired, of Books XI, XIII, XIV, XV, XVII, XXI), The Æneid. (The Odyssey, Iliad and Æneid should be read in English translation of recognized literary excellence.)

For any selection from the above group a selection from any other group may be substituted.

II. Shakespeare: Midsummer Night's Dream, Merchant of Venice, As You Like It, Twelfth Night, The Tempest, Romeo and Juliet, King John, Richard II, Richard III, Henry V, Coriolanus, Julius Cæsar, Macbeth, Hamlet.

III. Prose Fiction: Malory—Morte d'Arthur (about 100 pages), Bunyan—Pilgrim's Progress Part I, Swift—Gulliver's Travels (voyage to Lilliput and to Brobdingnag), Defoe—Robinson Crusoe Part I, Goldsmith—Vicar of Wakefield, Frances Burney—Evelina, Scott's Novels—any one, Jane Austen's Novels—any one, Mary Edgeworth—Castle Rackrent or The Absentee, Dickens' Novels—any one, Thacke-

ray's Novels—any one, George Eliot's Novels—any one, Mrs. Gaskell—Cranford, Kingsley—Westward Ho or Hereward, the Wake, Reade—The Cloister and the Hearth, Blackmore—Lorna Doone, Hughes—Tom Brown's School Days, Stevenson—Treasure Island, Kidnapped or Master of Ballantrae, Cooper's Novels—any one, Poe—Selected Tales, Hawthorne—The House of the Seven Gables, Twice Told Tales or Mosses from an Old Manse. A collection of Short Stories by various standard writers.

IV. *Essays, Biography, Etc.*: Addison and Steele—The Sir Roger de Coverley Papers or Selections from the Tattler and Spectator (about 200 pages), Boswell—Selections from the Life of Johnson (about 200 pages), Franklin—Autobiography, Irving—Selections from the Sketch Book (about 200 pages) or Life of Goldsmith, Southey—Life of Nelson, Lamb—Selections from the Essays of Elia (about 200 pages), Lockhart—Selections from the Life of Scott (about 200 pages), Thackeray Lectures on Swift, Addison and Steele in the English Humorists, Macaulay—any one of the following essays: Lord Clive, Warren Hastings, Milton, Addison, Goldsmith, Frederick the Great, Madame d'Arblay, Trevelyan—Selections from the Life of Macaulay (about 200 pages), Ruskin—Sesame and Lillies or Selections (about 150 pages), Dana—Two Years Before the Mast, Lincoln—Selections (including at least the two Inaugurals, the Speeches in Independence Hall and at Gettysburg, the Last Public Address, the Letter to Horace Greeley, together with a brief memoir or estimate of Lincoln), Parkman—The Oregon Trail, Thoreau—Walden, Lowell—Selected Essays (about 150 pages), Holmes—The Autocrat of the Breakfast Table (Autobiography and Selections from Lay Sermons including the addresses on Improving Natural Knowledge, A Liberal Education and a Piece of Chalk). A collection of Essays by Bacon, Lamb, De Quincy, Hazlitt, Emerson and later writers. A collection of Letters by various standard writers.

V. *Poetry*. Palgrave—Golden Treasury (First Series)

Books II and III (with special attention to Dryden, Collins, Gray, Cowper and Burns), Golden Treasury (First Series) Book IV (with special attention to Wordsworth, Keats and Shelley, if not chosen for study under B), Goldsmith—The Traveller and the Deserted Village, Pope—The Rape of the Lock, A collection of English and Scottish ballads (as, for example, some Robin Hood ballads, The Battle of Otterburn, King Estmere, Young Beichan, Bewick and Grahame, Sir Patrick Spens and a selection from later ballads), Coleridge—The Ancient Mariner, Christabel and Kubla Khan, Byron—Childe Harold Canto III or IV and The Prisoner of Chillon, Scott—The Lady of the Lake or Marmion, Macaulay—The Lays of Ancient Rome, the Battle of Naseby, The Armada, and Ivry, Tennyson—The Princess or Gareth and Lynette, Lancelot and Elaine and the Passing of Arthur, Browning—Cavalier Tunes, The Lost Leader, How They Brought the Good News from Ghent to Aix, Home Thoughts from Abroad, Home Thoughts from the Sea, Incident of the French Camp, Herve Riel, Pheidippides, My Last Duchess, Up at a Villa—Down in the City, The Italian in England, The Patriot, The Pied Piper “De Gustibus—” and Instans Tyrannus, Arnold—Sohrab and Rustum and The Forsaken Merman. Selections from American Poetry (with special attention to Poe, Lowell, Longfellow and Whittier.)

B—STUDY

One selection to be made from each group:

I. Drama: Julius Cæsar, Macbeth, Hamlet.

II. Poetry: Milton—L’Allegro, Il Pensero and either Comus or Lycidas, Tennyson—The Coming of Arthur, The Holy Grail, The Passing of Arthur, The selections from Wordsworth, Keats and Shelley in Book IV of Palgrave’s Golden Treasury (First Series).

III. Oratory: Burke—Speech on Conciliation with America, Macaulay’s Speech on Copyright and Lincoln’s

Speech at Cooper Union, Washington's Farewell Address and Webster's First Bunker Hill Oration.

IV. *Essays*: Carlyle—Essay on Burns (with a selection from Burns' Poems), Macaulay—Life of Johnson, Emerson—Essay on Manners.

C—GRAMMAR AND COMPOSITION

English Grammar should be reviewed in the secondary school; and correct spelling and grammatical accuracy should be rigorously required in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, sentences and paragraphs should be thoroughly mastered; and practice in composition, oral as well as written, should extend throughout the secondary school period.

SCIENCE—2 UNITS

(a) *Botany, one unit.* The preparation in botany should include a careful study of the following divisions of the subject: Anatomy and morphology, physiology, ecology; the natural history of the plant groups and classification. Individual laboratory work by the students is essential and should receive at least double the amount of time given to recitation. Stress should be laid upon diagrammatically accurate drawing and precise expressive description. Candidates must submit a laboratory note-book properly certified.

Where it is not possible to give a full year's work to the subject, botany may be combined with physical geography and physiology in the construction of units.

(b) *Chemistry, one unit.* Preparation in chemistry should include individual laboratory work, comprising at least one hundred simple experiments; instruction by lecture-table demonstrations to be used mainly as a basis for questioning upon the general principles involved in the pupils laboratory investigations; the study of at least one standard textbook to the end that the student may gain a comprehensive

and connected view of the most important facts and laws of elementary chemistry. Candidates must submit a laboratory note-book, properly certified.

(c) *Physics, one unit.* Preparation in physics should be conducted upon the general plan suggested for chemistry. The laboratory work should consist of at least twenty experiments in mechanics and sound and twenty in light, heat and electricity. Candidates must submit a laboratory notebook, properly certified.

(d) *Physiography, one unit.* The preparation in physiography should include the study of at least one of the modern text-books, together with an approved laboratory and field course of at least forty exercises actually performed by the student.

When it is not possible to give a full year's work to the subjects, physical geography may be combined with botany and physiology in the construction of units.

(e) *Physiology, one-half unit.* Preparation in physiology should include a study of the nature of foods and their history in the body; the essential facts of digestion, absorption, circulation, secretion, excretion and respiration; the motor, nervous and sensory functions, and the structure of the various organs by which these operations are performed. A note-book, properly certified, must be submitted, with careful outline drawings of the chief structures studied anatomically together with the explanation of these drawings.

(f) *Biology, one unit.* A study of a recent text containing the essentials of Botany, Zoology, Human Physiology, or a half year's course in either Botany or Zoology and a half year's course in Human Physiology.

Note:—Laboratory work is required for unit credit in any science period. Agriculture—an approved course in agriculture equal to the above sciences may be counted. The equivalent of the course in L. H. Bailey's "Principles of Agriculture," with suggested experiments counts one unit.

HISTORY—2 UNITS

For entrance in History each of the following four subjects is counted as one unit.

(a) *Greek History* to the Death of Alexander, and Roman History to 800 A. D.

(b) *Mediaeval and Modern European History* from 800 A. D., to the present time.

(c) *English History.*

(d) *American History.*

Of these four units the student must offer two units, and may offer one additional unit.

It is recommended that the preparation in History include, besides the study of a text-book parallel readings, use of a note-book and taking of notes.

MATHEMATICS—2 1-2 UNITS

Algebra, 1 1-2 units. Wentworth-Smith's Academic Algebra or equivalent.

The fundamental operations, factoring, fractions, equations, involutions and evolutions, inequalities, graphs, theory of exponents and radical expressions, quadratic equations, progressions, logarithms, problems involving different kinds of equations, the Binomial Theorem.

Plane Geometry, 1 unit. Wentworth-Smith's Plane Geometry, or equivalent.

A thorough study of the five books of Plane Geometry, with as many original exercises as possible; which includes the study of the theorems concerning straight lines, quadrilaterals, polygons in general; ratio, proportion and similar figures; loci of points, areas, circles, application of the theorems to mensuration.

LATIN—3 UNITS

(a) *Latin Grammar and Elementary Prose Composition*; the inflections; the simpler rules for composition and derivation of words; syntax of cases and the verbs; structure of sentences in general, with particular regard to relative and conditional sentences, indirect discourse and the subjunctive. Translation into Latin of detached sentences and easy continuous prose based upon Cæsar and Cicero or its equivalent.

(b) *Caesar*—Gallic War I-IV, or an equivalent amount of Latin selected from the following: Cæsar, Gallic War and Civil War, Nepos, Prose Composition.

(c) *Cicero*—Seven orations, or six if the Manilian Law is one of those offered. The four orations against Catiline, Pro Archia, the Manilian Law preferred. For part of the orations, and equivalent amount of Sallust's Jugurthine War may be substituted. Latin Composition.

(d) *Virgil*—Æneid, six books, or five of Æneid and selections equivalent in amount to one book of Virgil from Ovid's Metamorphoses or from the Elegues. So much prosody as relates to accent, versification in general and dactylic hexameter. Prose Composition.

Either (c) or (d) may be offered for entrance, the other to be taken the first year in college.

FRENCH

(1) *Elementary, 2 units.* During the first year the work should comprise: (1) Careful drill in pronunciation; (2) the rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions, the order of words in the sentences, and the elementary rules of syntax; (3) abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of simple sentences.

tion of natural forms of expression; (4) the reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read; (5) writing French from dictation, and drill in pronunciation.

During the second year the work should comprise: (1) The reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches; (2) constant practice, as in the previous year, in translating into French easy variations upon the texts read; (3) frequent abstracts, sometimes oral, sometimes written, of portions of the text already read; (4) writing French from dictation; (5) continued drill upon the rudiments of grammar, with constant application in the construction of sentences; (6) mastery of the forms and use of pronouns, pronominal adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

(2) *Intermediate, one unit.* This should comprise the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving French paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation and drill in pronunciation.

GERMAN

(1) *Elementary, two units.* During the first year the work should comprise: (1) Careful drill upon pronunciation; (2) the memorizing and frequent repetition of easy colloquial sentences; (3) drill upon the rudiments of grammar; that is, upon the inflection of the articles, of such nouns as belong to the language of everyday life, of adjectives, pronouns, weak verbs, and the more usual strong verbs; also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary

rules of syntax and word-order; (4) abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (5) the reading of 75 to 100 pages of graduated texts from a reader, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English) and in the reproduction from memory of sentences previously read.

During the second year the work should comprise: (1) The reading of from 150 to 200 pages of literature in the form of easy stories and plays; (2) accompanying practice, as before, in the translation into German of easy variations upon the matter read, and also in the offhand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages; (3) continued drill upon the rudiments of grammar, directed to the ends of enabling the pupil, first, to use her knowledge with facility in the formation of sentences, and, secondly, to state her knowledge correctly in the technical language of grammar.

(2) *Intermediate, one unit.* The work should comprise, in addition to the elementary course, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, paraphrases, abstracts, or reproductions from memory of selected portions of the matter read, also grammatical drill upon the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses, and modes (with special reference to the infinitive and subjunctive), and likewise upon word-order and word-formation.

SPANISH

(1) *Elementary, two units.* During the first year the work should comprise: (1) Careful drill in pronunciation; (2) the rudiments of grammar, including the conjugation of the regular and the more common irregular verbs, the inflec-

tion of nouns, adjectives, pronouns and the elementary rules of syntax; (3) exercises containing illustrations of the principles of grammar; (4) the reading and accurate rendering into good English of from 100 to 175 duodecimo pages of graduated texts, with translations into Spanish of easy variations from sentences read; (5) writing Spanish from dictation.

During the second year the work should comprise: (1) The reading of from 250 to 400 pages of modern prose from different authors; (2) practice in translating Spanish into English and English variations of the text in Spanish; (3) continued study of the elements of grammar and syntax; (4) mastery of all but the rare irregular verb forms and the simpler uses of the modes and tenses; (5) writing Spanish from dictation; (6) memorizing of easy short poems.

(2) *Intermediate, one unit.* For intermediate work in Spanish the student should have completed a course similar and equivalent to the intermediate work in French outlined above.

A test of ability to pronounce and understand Spanish when read to the student will be required.

CLASSIFICATION OF STUDENTS

All new pupils must appear before the classification committee for the purpose of consultation with reference to the work done previous to their coming to the college. After a course has been decided upon between student and committee no changes will be allowed after the first week unless the health of the student be involved.

All students are requested to examine carefully the different courses of study offered, and the schedule of hours in order to facilitate registration.

ADVANCED STANDING

Students from other colleges seeking admission to this institution must present letters of honorable dismissal from the

institution last attended, together with official certificates showing specifically the subjects pursued, the duration of each course, and the grade attained.

SUB-FRESHMAN WORK—COLLEGE PREPARATORY

"It is apparent also that the high schools of the county need enrichment in their high school courses. This can come only by properly informing the people and securing from the people the support necessary to provide the needed improvements. At the same time the opportunities that high school offers boys and girls need greatly to be extended to the country districts. This need can be supplied only by informing the people and by leading the people to the organization of centralized high schools in country districts."

The above statement made by Lueco Gunter, State Supervisor of Rural Schools, in his study of the "Public Schools of Anderson County", shows the necessity for supplementing preparatory work for college.

Anderson College, therefore, offers courses in preparatory Latin, French, Literature, Composition, History, Science and Mathematics. Classes will be arranged to suit the needs of the student.

By doing this necessary work, Anderson College does not lower its standard, but simply desires to meet an insistent demand for additional preparation.

Instead of admitting unprepared students to the freshman class we wish to give them opportunity to make up the required entrance units, so that they may not be handicapped all through their college course by lack of preparation.

We prefer to meet this question frankly and openly, and therefore efficiently.

WHEN TO ENTER

Parents are earnestly requested to see to it that their daughters enter the first day of the term, if possible, this for reasons that are evident. Classes are formed and the work is

begun then, and the loss of one week may prove a serious detriment during the entire year. Also, students should remain on duty to the last day of the school year. Serious results often follow the loss of a few days during the term, or towards the close of a term.

GRADUATION REQUIREMENTS

To be entitled to a degree or diploma, the student must, in every respect, prove herself worthy of the honor. A diploma given by an institution is an evidence of character, and should in every instance be so regarded.

The course of study outlined and required in the department from which the student wishes to graduate must be completed in a satisfactory manner.

Every student is required to take 15 hours of recitation work per week, or the equivalent, and is not permitted to take more than 18 hours per week. By special permission, based upon good reasons, this rule may be disregarded.

Candidates for a degree or diploma must complete sixty hours of work with an average of "B". Students who do not prove themselves efficient in their Elective work will not be recommended for a degree. One hour is equivalent to one recitation per week of one hour for one year.

Upon the satisfactory completion of 60 hours of study under the above prescribed conditions, and the regular required work in physical culture, the student will be recommended as an applicant for a degree.

GRADES

A, B, C, D, are passing grades; E means that certain work remains to be done before the student can receive credit in that particular course. F, means failure and the course must be taken over.

No student will be recommended for a diploma or a degree, who is deficient in the correct use, written or spoken of the English language.

DESCRIPTION OF COURSES OF INSTRUCTION IN COLLEGE DEPARTMENT

DEPARTMENT OF ENGLISH

MISS COWDRICK

MISS BURRISS

COMPOSITION

MISS BURRISS

In all this department, the purpose is to make the study of one language practical and enjoyable. Rules and definitions occupy a subordinate place in the course, while the actual work of writing is given first place. It is believed that the affirmative method is better than the negative; that is, that one learns to write by practicing and by reading good literature rather than by emphasizing faults to avoid. Special attention is given to oral English. The fourfold purpose of this department cannot be better expressed than in the words of one of the text-books used, namely:

- (1) To give continually increasing power in original composition.
- (2) To give training in the habits of accuracy in mechanical form.
- (3) To develop an interest in good literature.
- (4) To stimulate interest in the affairs of the world.

Composition 0—Credit for entrance.

This course required for entrance. Wednesday and Friday. First and Second Semesters.

REQUIRED

*¹ *Composition I—Credit, 3 hours.*

This course provides a minimum of theory with a maximum of practice. The purpose of the course is to train stu-

*¹. Any student in any department of the College giving evidence of inability to write correctly, may be obliged to take an extra course, even though the required work in Composition has been passed.

dents in easy and effective writing and speaking of English prose. Special study is made of description, narration, and exposition, and weekly themes on subjects of immediate interest are written. An average of a third of the time will be given to oral English, including informal speeches and oral reports. Frequent conferences. Tuesday, Thursday, and Saturday. First and second Semesters. Two sections to be arranged.

Composition II—Credit, 2 hours.

(a) In this course training is given in argumentation and debating. There will be exercises in brief making and practice in informal and formal debates. Wednesday and Friday. Two sections to be arranged. First Semester. Prerequisite, Composition 1.

*2 (b) This course will consist of a study of the short-story as a modern art form. Its purpose is not only to teach the principles and practice of technical construction but also to train the pupil in the appreciation of the best stories. Wednesday and Friday. Two sections to be arranged. Second semester. Prerequisite, Composition 1.

ELECTIVE

Composition III—Credit, 2 hours.

Composition is presented as an art. Through a study of the principles underlying its technique the pupil learns self criticism. Special attention is given to the technique of poetry. Wednesday and Friday. First and Second Semesters. Prerequisite, Compositions I and III.

Composition IV—Credit, 1 hour.

A teacher's course which is open to Seniors only. It is offered for the purpose of giving the proper attitude and objectives and methods in teaching elementary and high school composition. Such questions as the philosophy of the as-

* 2. The second semester of this course is required only of those who make English their major subject.

signment, the correlation of English with other subjects, the separation of literature and composition, the relative importance of oral and written composition, criticism and grading, and different composition projects will be discussed. Various texts will be used for reference. One hour a week. First and Second Semesters. Prerequisite, Composition, I and II (a).

for Students of English
JM
LITERATURE

Miss Cowdrick

The purpose of this department is to communicate to the pupil an understanding, an appreciation, and a vital enjoyment of literature. Its relation to the other arts, to philosophy and conduct and to technique are considered. Mental and emotional training result and the study of literature thus makes connection with life.

REQUIRED

Literature 0 or I—Credit, 3 hours.

American Literature—A Survey Course.

Illustrative readings with a brief historical background. Tuesday, Thursday, and Saturday. First and second semesters. Required for entrance.

Literature II—Credit, 3 hours.

English Literature—A Survey Course.

Illustrative studies from Beowulf to the present time. The literary and historical background is given by lectures and by parallel readings. Tuesday, Thursday, and Saturday. First and second semesters. Prerequisite, Composition 1. Required of all Sophomores.

ELECTIVE

Nine or more hours are to be selected under advice of the department by those who make English their major subject.

Literature III—Credit, 2 hours.

(a) Chaucer, Spenser, Milton. This course offers a more comprehensive study of one or more of these authors than is afforded in survey Course II. Wednesday and Friday. First Semester. Prerequisite, Composition I and Literature II. Subject to alternation with Literature VI, a.

(b) Literature of the Bible. It is the purpose of this course to impress that, as the Bible is the most sacred, so also, it is the most interesting of Literatures. Certain Books will be selected. Wednesday and Friday. Second Semester. Prerequisite, Composition I and Literature II.

Literature IV—Credits, 3 hours.

(a) Shakespearean Drama. The earlier comedies, historical plays, and tragedies up to Shakespeare's middle period. A study of the play as a whole is followed by an intensive study of the chief characters. Modern application. Tuesday, Thursday, and Saturday. First Semester. Prerequisite, Composition I and Literature II.

(b) The development of the Drama. Beginning with the Greek Drama, stage setting, equipment and technique are presented. Studies in representative plays of the Elizabethan and Modern Period. Tuesday, Thursday, and Saturday. First Semester. Prerequisite, Composition I and Literature II. Subject to alternation with Literature VI, b.

Literature V—Credit, 3 hours.

(a) Shakespearean Drama continued. Shakespeare's later plays are studied, the major tragedies and later comedies. See Literature IV. Tuesday, Thursday, and Saturday. First Semester. Prerequisite, Composition I and Literature II.

(b) Modern Literature. A brief study of essays, short-stories, plays, and poems, with special attention to one or more of these phases. The tendencies of modern literature are considered. Standards are presented and criticism is con-

structive. Tuesday, Thursday, and Saturday. Second Semester. Prerequisite, Composition I and Literature II.

Literature VI—Credit, 2 hours.

(a) English Novel. The Development of the Art of Fiction is traced. A study of representative British and American Novelists. Technique, parallel readings, and oral and written reports. Wednesday and Friday. First Semester. Prerequisite, Composition I and Literature II. Subject to alternation with Literature III, a.

(b) Nineteenth Century Prose and Poetry. The prose study includes Carlyle, Matthew Arnold, Ruskin, and others of this period, with emphasis upon their message for today. The poetry begins with Wordsworth, continues through the Lake School and on through the later nineteenth century poets. Either of these studies may occupy the entire semester. Wednesday and Friday. Second Semester. Prerequisite, Composition I and Literature II. Subject to alternation with Literature IV, b.

Literature VII—Credit, 2 hours.

(a) Tennyson. An interpretative study of the Poet. Some understanding of his technique will be given to the student, but the approach and treatment will be literary in the main. Wednesday and Friday. First Semester. Prerequisite, Composition I and Literature II.

(b) Browning. An intensive study of the Ring and the Book or of Paracelsus together with his leading short poems. Interpretative readings with emphasis upon the Poet's message. Wednesday and Friday. Second Semester. Prerequisite, Composition I and Literature II.

MATHEMATICS

Miss McCORD

Course I—Solid Geometry.

The usual course in Euclidean Geometry of space with special emphasis on the solution of original exercises. Re-

quired of all Freshmen. Three hours a week through the first semester.

Course II—Plane Trigonometry.

This course embraces the solution of the right and oblique triangles by means of the Trigonometric functions and by the use of logarithms, also the relations based upon the formulae. *Required of all Freshmen.* Three hours a week through the second semester.

Course III—College Algebra.

This course begins with a review of the fundamental principles of Algebra and includes the study of quadratics, progressions, logarithms, infinite series, and the theory of investment with an introduction to Plane Analytics. Prerequisite, Course II. Three hours a week through the first semester.

Course IV—Elementary Analysis.

This course is intended to give a simple exposition of those portions of Mathematics beyond Trigonometry. It includes that portion of Plane Analytics pertaining to curve plotting of the straight line, circle and the conics, also an introduction to Differential and Integral Calculus taking up maxima and minima, rates and the definite integral. Prerequisite, Course III. Three hours a week through the second semester.

Course V—Vocational Mathematics.

This course is intended to make the student efficient and accurate in matters of practical importance to girls. It covers a review of the essentials of Arithmetic, Mensuration, and practical problems in dress-making, millinery, cooking, heating and lighting of houses and investment. *Required of all B. S. students.* Three hours a week through the first semester.

SCIENCE DEPARTMENT

MISS PHILLIPS

Chemistry I—General Chemistry.

A course in general chemistry covering the chief laws of the science. Special attention is given to the laws of chemical combination; the theory of ionization; equilibrium, oxidation; reduction; solutions; neutralization processes; and descriptive chemistry of the non-metals. Enough organic chemistry is given to make the course practical and applicable to every day life. Lectures, quizzes and laboratory work. Two hours recitation and two hours laboratory credit —3 hours. First and second semesters.

Chemistry II—Household Chemistry.

This course is given with the special needs of students in Home Economics in mind. Only such portions of theoretical chemistry is presented as is essential to the comprehension of the applications of Chemistry to household affairs. Two hours laboratory—credit 1 hour.

Biology I.

(a) Zoology. The habits, physiology, anatomy and economic relations of animals are studied. Genetics and Eugenics with related facts and modern biological theories are discussed.

(b) Botany. This course includes the morphology and physiology of plants, the kinds and relationships of plants and the identification of local flora. Lectures, quizzes, field and laboratory work. Two hours recitation and two hours laboratory—credit 3 hours. First and second semesters.

Physics I—General Physics.

A course covering mechanics, properties of matter, heat, magnetism, electricity, sound, and light. The applications to the home and the appliances of everyday life are especially emphasized. Lectures, quizzes and laboratory work. Two

hours recitation; two hours laboratory—credit 3 hours. First and second semesters.

HYGIENE AND FIRST AID

OLGA V. PRUITT, M. D.

MISS CADE, R. N.

Required Freshman Class.

One hour a week throughout the year.

General Health Lectures. Things every girl ought to know. Required of first year students.

Red Cross Courses—"Home Hygiene and Care of the sick"; also "First Aid". Complete course given under instruction of College Nurse and Physician.

Practical demonstration and experience in First Aid Measures. Red Cross Certificates in each course awarded to those successfully passing the examinations.

HISTORY AND POLITICAL SCIENCE

MISS McINTOSH

History I.

Three hours a week first and second semesters.

A study of medieval Europe with special emphasis upon the institutions of Middle Ages, such as Feudalism, the Church and a comparative study of beginning of great powers of Western Europe is followed by a careful survey of Renaissance period.

History II.

Three hours a week first semester.

(a) A detailed study is made of the course of Protestant Revolt, of religious wars in France and Germany, of struggle between King and Parliament in England and development of parliamentary government.

(b) (Second Semester). This course is devoted to a study of the ancient regime in Europe, the intellectual and

industrial advance of eighteenth century, the great social and political changes wrought by French Revolutions and Napoleon as a military genius and as a statesman.

History III.

Two hours a week (First and Second Semester).

Beginning with Congress of Vienna, a study is made of spread of democracy in Europe, unification of Italy, the building up of German Empire. Special emphasis is placed upon questions of the racial, political and commercial conditions responsible for World War.

History IV.

Three hours a week (First and Second Semesters).

After a brief review of early history of colonies, a study of the formation and development of the Constitution of United States, of party differences, of growth in democracy, of industrial question and of progress from isolation to world power is made.

History V.

One hour a week (First and Second Semesters).

Though effort is made in every course to stimulate interest in present day affairs special attention is given in this class to questions of national import in our country and questions of the day in the world, and as far as time permits this is made more than a "Current Events" class and the *raison d'être* of present day conditions is studied.

History VI.

Two hours a week (First Semester).

(a) A study of Latin American conditions in nineteenth and twentieth centuries, i.e., change from colonial rule to independence, subsequent political and economic situation, stressing especially relation to United States.

(b) (Second Semester). A comparative study of ex-

isting governments prefaced by a brief summary of principal theories of government and with special stress laid upon recent developments in democracy.

History I required of Freshmen—Other courses open to those who have completed History I.

FIRST SEMESTER

Course 8 (a)—Sociology.

An introduction to general Sociology. This course begins with a study of social origins, then takes up the principles of general Sociology, applying them to a number of concrete problems which concern the family, the state, school, and other institutions.

SECOND SEMESTER

Course 8 (b)—Economics.

This course is designed to acquaint the student with the fundamental laws concerning wealth getting and distribution. A study will be made of the problems that arise between labor and capital.

Required for B. S. Degree.

OUTLINE OF COURSES OFFERED IN THE SCHOOL OF EDUCATION 1923-24

Miss Fox

FIRST SEMESTER

Open to Juniors

	Hours
1 A General Psychology -----	3 Req.
5 A Teacher Training—2 hrs. recitation, 1 observ.-----	3 Elec.
3 A Art of Study-----	3 Elec.

Open to Seniors

2 A Educational Psychology -----	3 Elec.
4 A Class-Room Management—2 hrs. recitation, 1 lab.-----	3 Elec.

SECOND SEMESTER

Open to Juniors

1 B Ethics -----	3 Req.
5 B Teacher Training—2 hrs. rec., 1 observ.-----	3 Elec.
3 B History of Education-----	3 Elec.

Open to Seniors

2 B Psychology of Adolescence -----	3 Elec.
4 B Teaching the High School Subjects—2 rec. 1 lab. 3	Elec.

1924-25—FIRST SEMESTER

Open to Juniors

1 A General Psychology -----	3 Req.
6 A How to Think-----	3 Elec.

Open to Seniors

2 A Educational Psychology -----	3 Elec.
7 A Teaching and Supervision of History & Civics— 2 hrs. rec., 1 lab.-----	3 Elec.
8 A Community Organization—2 hrs. rec., 1 lab.-----	3 Elec.

SECOND SEMESTER

Open to Juniors

1 B Ethics -----	3 Req.
6 B How to Teach-----	3 Elec.

Open to Seniors

2 C Psychology of Childhood-----	3 Elec.
7 B Special Methods—2 rec., 1 lab.-----	3 Elec.
8 B Community Organization—2 rec., 1 lab.-----	3 Elec.

PHILOSOPHY

Course 1A—General Psychology.

A thorough course covering the field of general psychology, all the phenomena and conditions of mental life. The

various mental states are discussed, defined and classified. Neurology is emphasized. Psychic laws are examined and explained. Collateral reading and written reports will be required. Open only to juniors and seniors.

Course 1B—Ethics.

This course aims to present the fundamentals of theoretical and applied ethics. It is a study and discussion of moral life; what is the good life; origin of morals; origin and nature of conscience; right and wrong; standards and value; practical rules of conduct and good citizenship. Open only to juniors and seniors.

Course 6A—How to Think.

An introduction to logic. An analytical study of the subject matter will be made. An orderly study of the development of the mental faculties. Inductive and deductive methods. Principles of Reasoning. The course aims to afford training in correct reasoning procedure.

EDUCATION

It is the purpose of Anderson College to give a thorough two-year course with a view of increasing it in a very short time to a four-year course.

The work of this Department is two-fold in the scope, being designed to meet both a practical demand and a cultural need. With the progress of the development of the public schools in this State, there has sprung up a demand for trained and efficient teachers. There is a tendency to import teachers who have had advantages of training in the co-educational universities of the North and West.

It is essential that those who expect to teach should know some of the principles underlying their profession. The country is now in need of teachers with professional training, those who know something of the fundamentals upon which good teaching is based.

Students in Education taking courses carrying laboratory periods must keep Monday morning free from other activities. Much of the laboratory work, especially observation and practice teaching, is done in the schools of the city of Anderson, whose teachers generously co-operate with us and allow us to use their schools as laboratories.

Course 2A—Educational Psychology.

It is hoped that this course may prove useful to those who are preparing themselves to enter the teaching craft. A careful study is made of psychological principles as formulated in terms of conduct and behavior. The topics are treated as concretely as possible with a wealth of illustration drawn from the practical affairs of life.

Course 2B—Psychology of Adolescence.

This course is planned to aid teachers to understand and sympathize with the youth of both sexes during the adolescent period. Prospective teachers in high schools and the advanced grammar grades will find this course most valuable. The method includes discussions, reports, and parallel readings.

Course 2C—Psychology of Childhood.

The purpose of this course is to give a better understanding of the physical and mental development of children during childhood, so as to furnish a basis for a clearer interpretation of child behavior and possibilities, with special reference to their meaning for the teacher.

The course includes a study of heredity, environment, innate tendencies and capacities, morality, individual differences and their function in child development.

Course 3A—The Art of Study.

This course is valuable to any student. The principles advocated by the author will be applied when acquired in the mastery of the text. This course is valuable for teachers.

Course 3B—History of Education.

A general survey is made of the most important factors in the history of education; education among the early cultured peoples; development of education in Greece and Rome; the Renaissance and humanism; the educational ideas and practice of the past with special reference to their influence upon the present time; the naturalistic movement; the psychological movement; Pestalozzi, Froebel, Herbart; the scientific movement, Spencer and Huxley; recent educational and sociological tendencies in the United States; the movement for industrial education. Parallel reading and written reports.

Course 4A—Class-room Management.

This course will include selection of subject matter, class-room activity, conduct of the recitation, methods of learning, class-room morale, individual differences, developing a score card to test the teacher's efficiency.

Course 4B—Teaching the High School Subjects.

A study of the principles of secondary education and the aim for specific instruction in the several branches of the curriculum.

This course is intended to give those preparing to teach or serve as high school principals a thorough understanding of the problems of secondary education and how they are being solved.

COMMUNITY ORGANIZATION AND ACTIVITIES

Course 5A—The Teaching and Supervision of History and Civics.

This course will deal with the principles of teaching and the best methods of teaching history and civics in the elementary and high schools. Observation and discussion of lessons in the schools, and applying these principles studied, in relation to social and industrial life. Laboratory equipment and supervised study will be demonstrated.

Course 5B—Special Methods.

The principles of general method are applied more definitely in this course to the selection of materials and method of treatment of the various studies of the elementary school curriculum.

The observation of skilled teachers at work, the discussion and conference with critic teachers, and the formulating of principles of education deduced from actual class room studies and situations are planned so as to give such skilled technique in the organization of subject matter and school management that a young teacher may do good teaching at once.

Course 6B—The Art of Teaching.

The fundamental principles of class teaching from the psychological and social point of view are acquired. This course will encourage the spirit of inquiry and investigation. The formation of habits, development of social conduct and measuring the achievements of children will be emphasized. A small laboratory fee will be charged.

Course 7A and 7B (continuous)—Teacher Training.

Fundamental principles of Normal School Training and Class Teaching are discussed, and the best methods employed in training teachers for efficiency in the school room will be put into practice.

The physical condition of the school room, observation of skilled teachers, conferences with the critic teacher, and the critique lesson, are important factors in this course.

The project plan of organizing topics will be fully developed. Type studies as a basis for class room instruction, lesson planning and practice teaching is specialized. Several large units or type studies will be worked out by the students.

Course 8A and 8B (continuous)—Community Organization.

A course designed for those preparing for rural school

work or rural leadership. The country school teacher is more and more becoming the "Social Engineer" and "Community Manager" in the region chosen as the field of work.

Topics: Health, social problems, community surveys, the modern rural school as a social center and its co-ordination with church and Sunday School, community organization, athletic, industrial and cultural activities. Practical opportunities for social service will be a part of the laboratory work.

LATIN LANGUAGE AND LITERATURE

(Instructor to be supplied)

FIRST SEMESTER

Course 1(a)—Virgil.

The first two books of the *Æneid* will be read. A careful study will be made of dactylic hexameter verse; principles of syntax, and study of poetic constructions; prose composition once a week throughout the course; a study of classic myths.

Texts: Knapp's Virgil, Gayley's Classic Myths; Nutting's Prose Composition.

SECOND SEMESTER

Course 1(b).

Continuation of Course 1 (a), including the third and fourth books of the *Æneid*. A careful study of Latin grammar will receive attention.

Text: Allen & Greenough's New Latin Grammar.

FIRST SEMESTER

Course 2(a)—Livy.

Selections will be read taken from Books 21-22. Some attention will be given to contemporary history; special drill in rules of construction, and peculiar expressions employed

by the author; prose composition and study of Latin grammar will be continued.

Text: Burton's Selections from Livy.

SECOND SEMESTER

Course 2(b)—Cicero's De Amicitia.

Cicero's views on friendship will be studied and compared with those of modern writers. Bacon and Emerson on friendship will be read as parallel, and practical lessons will be drawn in a comparative way from these authors. Study of constructions and compositions will still be continued.

Text: Bowen's De Amicitia.

FIRST SEMESTER

Course 3(a)—Agricola and Germania of Tacitus.

The Agricola of Tacitus is a eulogistic biography, constructed on orthodox rhetorical lines. Study of author's style.

Text: Gudeman's Agricola and Germania.

SECOND SEMESTER

Course 3(b)—The Odes and Epodes of Horace.

Selections taken from the Odes and Epodes, Ars Poetica. The life and personality of the author as poet, philosopher and literary critic will receive attention.

Text: Bennett & Rolfe's Complete Works of Horace.

DEPARTMENT OF MODERN LANGUAGES

The purpose of the work in this department is to give the student a *practical* knowledge of the language she studies; to develop the power of literary expression; to broaden the mind and cultivate the taste by an introduction to the best literature of the language. Careful attention is given to grammar, conversation, translation, reading and composition.

No credit is allowed for less than two years work in any language, on the completion of which, other courses in the

same language are open to the student as electives. The student, however, is strongly urged to continue throughout her entire course the language she begins with.

FRENCH

PROFESSOR VON HASSELN

MRS. PRATT

Course 1—For Beginners.

Special emphasis is placed upon correct (Parisian) pronunciation, grammatical construction, conversation and the acquisition of a vocabulary. Three hours a week.

Course 2—Elementary French (Second Year). A continuation of Course 1.

It includes the reading of from 250 to 400 pages of easy modern prose in the form of stories, plays or historical sketches. Three hours a week.

Course 3—Intermediate French (Third Year).

Composition, letter writing and conversation are stressed in this course, which includes also the reading of from 400 to 600 pages of French of ordinary difficulty.

Course 4—Advanced French (Fourth Year).

The reading of from 600 to 1000 pages of standard French, classical and modern. At the end of the Advanced Course a student should be able to carry on a simple conversation in French.

GERMAN

PROFESSOR VON HASSELN

Course 1—For Beginners.

Special emphasis is placed upon correct pronunciation, grammatical construction, conversation and the acquisition of a vocabulary. The reading of from 100 to 200 pages of graduated texts from a reader. Easy dialogue or narrative prose. Three hours a week.

Course 2—Intermediate German (Second Year). A continuation of Course 1.

It includes the reading of about 500 pages of standard literature in prose and poetry, and reference readings of the lives and works of the great writers studied. Three hours a week.

SPANISH

PROFESSOR VON HASSELM

Course 1—For Beginners.

Special emphasis is placed upon correct pronunciation, grammatical construction, conversation and the acquisition of a vocabulary. The reading of about 100 pages of easy Spanish prose. Three hours a week.

Course 2—Intermediate Spanish (Second Year). A continuation of Course 1.

It includes the reading of about 200 pages of modern prose in the form of stories, plays, historical or biographical sketches. Three hours a week.

Course 3—Advanced Spanish (Third Year).

Composition, letter writing and conversation are stressed in this course which includes also the reading of from 400 to 600 pages of standard Spanish, classical and modern.

Course 4—A Course in Spanish Commercial Correspondence.

Practical considerations connected with Spanish instruction in this country suggest a course for the training of students in commercial correspondence and usages. This is primarily a business course, and will include composition, translation, reading and conversation in their relation to business usages. Course 4 may be elected instead of Course 3 on completion of the second year.





ADMINISTRATION BUILDING AND EAST AND WEST DORMITORIES

SCHOOL OF THE BIBLE AND CHRISTIAN SERVICE

PROFESSOR DUNFORD

REV. R. N. PRATT

The management of the College has the settled conviction that a Christian institution of learning ought to be Christian through and through, and the courses of study offered should be such as to develop not only the mental powers of the student but the spiritual as well. The study of the Bible is emphasized, therefore, for its cultural value, for its influence in developing Christian character and for the purpose of equipping the student to take an active part in the work of the church at home and for the larger phases of work of the Kingdom. The approach to the Bible will be in the devotional spirit with the consciousness always that it is the word of God.

Since religious teaching and training have been so largely turned over to the Sunday School, and since it has become one of the mightiest agencies for the evangelizing of the world and for the developing and training of the forces for Christian service, the college devotes two years to this work, giving the major part of the time to a mastery of modern Sunday School work and methods.

The courses in the Bible and Christian Service have been so arranged and articulated that students who complete these courses will be awarded the full "Blue Seal Diploma" by the Sunday School Board of the Southern Baptist Convention and a certificate for the B. Y. P. U. course.

Two years are given to the work of each department of this "school", and the full work of the school is required for the A. B. degree.

FRESHMAN YEAR

FIRST AND SECOND SEMESTERS

REV. R. N. PRATT

Course 1—Old Testament.

The work of this class will be directed to accomplish four things during the year: (1) To get a clear and consecutive view of Old Testament history. To do this, the history of the Hebrew race and its institutions as told by the inspired writers will be followed as the main study. (2) The personality and the messages of the great Hebrew leaders will be studied in their settings and under the special conditions with which they had to deal. (3) As much time as possible will be given to the study of several books of the Old Testament, with a view to familiarizing the student with the purpose and the messages of these books. Emphasis will be given to the study of the poetical books as well as to the historic and the prophetic books. (4) The teacher will seek to familiarize the pupil with the development of the Messianic hope, with the purpose of showing the preparation of the world for the advent of the Redeemer. The American Revised Bible is the real text-book.

Three hours a week throughout the year.

SOPHOMORE YEAR

PROFESSOR DUNFORD

FIRST SEMESTER

Course I (a)—Sunday School Pedagogy (Christian Service).

The first semester will be devoted to a thorough study of the modern Sunday School. The work will comprise Standardization, Organization, Equipment, Qualifications and Duties of Officers and Teachers, Laws of Teaching, "Pupil Life", and a bird's-eye view of Bible History. The New Convention Normal Manual will be the text-book. On the successful completion of this book the student will receive from the

Sunday School Board of the Southern Baptist Convention
“The King’s Teacher” Diploma.

SECOND SEMESTER

Course I (b)—Continuation of Course 1(a).

This semester will be given to a fuller study of the different departments of the larger or “departmentized” Sunday School. “Organized Classes” and demonstration work in the organization and management of both the smaller and the larger Sunday School. The text-books used will be from the course offered by the Sunday School Board of the Southern Baptist Convention. Each book successfully completed will entitle the student to a seal for her diploma.

Two hours a week throughout the year.

JUNIOR YEAR

PROFESSOR DUNFORD

FIRST AND SECOND SEMESTERS

Course II—The New Testament. Elective.

The work of this class will be directed along four lines:

(1) Introductory. The political, social and religious life of the Jews preceding the advent of the Redeemer will be studied, together with the geography, manners and customs of Palestine with a view to preparing the student for an intelligent approach to New Testament conditions.

(2) The life of Christ will be studied as it is recorded in the four Gospels. In this work a harmony of the gospels will be the text-book.

(3) The development of Christianity, as it is presented in the Acts and in the Epistles, will be followed, with a view to familiarizing the pupil with the growth of Christianity during the Apostolic age.

(4) A careful study will be made of some two or more

books of the New Testament; also an intensive study of "Soul Winning".

Three hours a week throughout the year.

SENIOR YEAR

PROFESSOR DUNFORD

FIRST SEMESTER

Course II—Sunday School Pedagogy (Christian Service). Elective.

The first semester will be devoted to a study of the origin and development of the Sunday School as set forth in the Jewish economy, the Apostolic churches and those of succeeding centuries, and culminating in the fully organized and equipped modern Sunday School. The large place of Teaching in Kingdom work will be clearly brought out.

SECOND SEMESTER

The greater part of the second semester will be given to a study of Christian History. "The Course of Christian History", by Dr. W. J. McGlothlin, will be the text-book. This work will be followed by a thorough study of the B. Y. P. U., with demonstrations in the proper organization and conduct of the Union. The Unions in the college will furnish ample and continual training in the principles, work, and benefits of the B. Y. P. U.

In the latter part of the semester Christian Missions and the organizations of the denomination, such as the "W. M. U.", the "Y. W. A.", the "R. A.", etc., will be studied with special reference to the organizing and conducting of these various activities.

Two hours a week throughout the year.

INTENSIVE STUDY OF MISSIONS

In addition to the regular curriculum of the Department of Bible and the organization of Christian culture, an elective course in the study of Missions will be conducted under the auspices of the Woman's Missionary Union of South Carolina and its faculty of teachers.

THE PRESIDENT'S CHAPEL HOUR

This is a vital feature and factor in the educational values of Anderson College. Dr. John E. White, the President, brings together the College, including all members of the faculty and student body, three days each week for thirty minutes. It is the inspirational hour of the College life. The College Chorus leads the processional from the halls and the gathering is dignified and emphatic of order and interest. The addresses of the President cover a wide range of literature, polities, morals and religion. Once each week the student is brought face to face with world affairs. The unanimous judgment of faculty and students would doubtless appreciate the President's chapel hour as an incomparable opportunity. It is the heart-throb of the institution. The tribute of Alumnae in years to come will reckon it among the profoundly constructive influences of their College careers.

College credit of one hour is given to all students who hand in outlines of Chapel Talks.

HOME ECONOMICS—SCIENCE

MISS DANIEL

Home Economics II—Elementary Cookery and Foods.

Five hours, first and second semesters, 3 credits.

The purpose of this course is to give a working knowledge of the general principles of cookery and the application of these principles to a wide range of food materials with the discussion of their composition and place in the dietary. Prerequisite, Chemistry I.

Home Economics IV—Household Administration.

Two hours, first and second semesters, 2 credits. Open to all students.

This course consists during the first semester of a study of the history of architecture, house planning, furnishing and decoration. The work during the second semester consists of the study of the principles involved in caring for a house; sanitation, systematic planning of the daily routine; household accounts, and the division of income. (A. B. students electing this course may have either semester's work irrespective of the other.)

Home Economics VI—Advanced Cookery.

Three hours, first and second semesters, 2 credits.

A continuation of elementary cookery with special stress laid upon home cookery and table service. Prerequisite, H. E. II.

Home Economics VIII—Dietetics.

Three hours, first and second semesters, 2 credits

In this course, a detailed study of the fundamental principles of nutrition is presented. The chemistry and physiology of digestion, metabolism, and its products, the energy value of foods and the nutritive properties of the proteins, fats, carbohydrates, ash constituents, and vitamins are studied.

The requirements of the individual in health and disease throughout infancy, childhood, adolescence, adult life and old age are considered and typical dietaries planned for each case. Prerequisite, Biology and H. E. VI.

Note: Above courses are required of all B. S. students.

Home Economics X—General Course in Cookery.

Three hours, first semester, 1 credit. Open to all students.

This will be a general course in cookery and foods with some table service. Will be repeated the second semester if enrollment justifies.

Home Economics IX—Teaching of Home Economics in Elementary and High Schools.

Two hours, first and second semesters, 2 credits.

In this course the students are given methods of teaching Home Economics. The work consists of discussions of the course of study, lesson plans, equipment for the laboratories and books best adapted to the pupils. During the first semester, the work is confined to sewing. The second semester is given to cookery and the course includes practice teaching and demonstration cookery.

Laboratory fees for the above courses:

Cookery (H. E. II, and VI) -----	\$30.00
Cookery (H. E. X) -----	15.00
Dietetics -----	30.00

HOME ECONOMICS—ART

MISS GASSAWAY

Home Economics I—Principles of Clothing and Handwork.

Freshman Course—four hours a week. The purpose of this course is to teach the girl enough fundamental principles of sewing, budget making, and personal hygiene to enable her

to take care of her own wardrobe and to assist in the family expenses.

A textile study of cotton materials suited for clothing is taken up so that judgment may be used in the selection of materials for certain garments. Garment construction is made the basis for hand work, machine work, finishes, methods of construction, etc., in order to develop skill in handling materials. Both drafted and commercial patterns are used. A complete suit of underclothes, and a costume, including a dress and hat, are made during the year.

Home Economics III—Elementary Dressmaking.

One lecture period and two laboratory periods per week. In the lecture work a study of the textile fillers in regard to spinning, weaving, manufacturing finishing cotton, linen, silk, wool and other important fibers is taken up. Simple microscopical and chemical tests are made of fibers so that identification may be used in buying materials.

In the laboratory a dress form is prepared to measurements, and on this form, garments are constructed in the different fabrics. The making of a blouse, shirt, infant's dress, afternoon dress—and the making over of a dress are required. Costume design is emphasized. (H. E. I., or equivalent prerequisite.)

Home Economics V—Advanced Dressmaking.

One lecture period and two laboratory periods a week.

In the lecture work an elementary course in textile chemistry is given. The major and minor fibers are studied. First, under the microscope and then chemically—a complete set of textile cards is made out, studying the identification, durability, costs, etc., of, at least, fifty different materials.

In the laboratory, work on the dress form in garment construction is continued. Drafting and designing of costumes are worked out in connection with principles of construction.

This course is a continuation of H. E. III with the purpose of developing of skill in handling materials.

H. E. I and III, or their equivalent, prerequisites.

Home Economics VII—Millinery.

Four hours per week (second semester).

The purpose of this course is to give the student sufficient knowledge and skill to enable her to select and make her own hats. Requirements:

1. Cut paper hats, taking up the fundamental styles, then a study of type faces and the lines in hats becoming to these type faces.
2. Make soft hat from pattern for herself.
3. Cover buckram frame with straw or silk.
4. Wire work—Practice in frame work until sufficient skill is acquired to make frame.
5. Making transparent hat on wire frame.
6. Flower making, bow making and trimming.

Fees for the above courses will be:

Home Economics (I, III, and V) -----	\$20.00
Millinery -----	10.00

B. S. DEGREE IN HOME ECONOMICS

Four year course leading to a degree in Home Economics:

	Hours
Home Economics -----	18
English -----	6
Modern Language -----	6
History -----	3
Math. I -----	3
Psychology I -----	3
Biology -----	3
Physics -----	3
Chemistry -----	3

Physiology and Hygiene-----	1
Bible -----	2
Electives -----	9
	—
	60

FRESHMAN YEAR

SOPHOMORE YEAR

Hours	Hours
English I ----- 3	Literature I ----- 3
Math. I ----- 3	Biology ----- 3
Chemistry I ----- 3	Bible ----- 2
Physiology & Hygiene--- 1	Modern Language ----- 3
Modern Language ----- 3	H. E. II ----- 3
H. E. I.----- 2	H. E. IV ----- 2
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15	16

JUNIOR YEAR

SENIOR YEAR

Hours	Hours
History I ----- 3	H. E. VIII----- 2
Psychology I ----- 3	H. E. V----- 3
H. E. III----- 3	Elective ----- 9
H. E. VI----- 2	
Physics ----- 3	
H. E. VII----- 1	
—	—
15	14

Electives to be chosen from the following:

Hours
Sociology and Economics ----- 3
History III ----- 3
Home Economics IX (Methods)----- 2
Reading Aloud ----- 2
Sight Singing ----- 1
Current Events ----- 1
Geography of Europe----- 1
Household Chemistry ----- 1

The aim of the Home Economics Course is to teach the student to discover means of economizing materials, time and energy in order that she may reach the highest possible degree in efficiency in the control of household matters. It fits her for service in the home and in the community, and enables her to graciously and completely assume the responsibility of directing others. It enlarges her desire for harmony in color, form and sound, while it establishes a determination to plan for those things which promote for peace and welfare of the family.

SCHOOL OF ART

MISS RAMSEUR

REQUIREMENTS FOR DIPLOMA IN ART

(Entrance requirements 15 units from an accredited school)

This course covers four years. The student, regardless of her artistic ability, will not be allowed to graduate from the School of Art unless she has satisfactorily finished the four years of Literary and Studio work as outlined herein. Her artistic work must show growth and development from year to year, satisfactory to Head of Department and be of a quality and quantity sufficient to make a creditable exhibit at the end of each year.

COURSE OF INSTRUCTION IN ART (Studio Work)

Freshman Year.

(Ten hours a week.) Five hours credit. Drawing in charcoal and pencil from simple casts, still life and portrait heads (from life) in outline. Light and shade, elementary perspective. Explanation and practice of Color Chart. Studies of simple still life in Pastel and Water Color.

Sophomore Year.

Twelve hours a week. Six hours credit. More advanced studies in charcoal from casts, still life and portrait heads;

also outline sketches of costumed model. Pastel and Water Color sketches from objects in and out of doors, and simple still life Oil studies.

Junior Year.

Twenty hours a week. Ten hours credit. Still life in Oil and Water Color. Painting of draperies, textures and a variety of still life objects. Also painting of Heads from life interspersed with quick outline sketching of costume model in charcoal and pencil. Simple outdoor sketches in black and white and color.

Senior Year.

Twenty hours a week. Ten hours credit. Advanced painting in Oil and Water Color of Portrait Heads and Costume Models. Outdoor sketching and advanced studies still life, illustration and composition.

No student is permitted to register for less than one Semester in Art. Full opportunity given to those designated as Specials and Irregulars, wishing to give especial attention to the study of Art, without reference to a Diploma.

Students cannot make up lessons unless absent from sickness or some other good reason.

Students pay for all their materials in Oil and Water Color.

LITERARY WORK

Freshman

	Hours
English -----	3
Modern Language -----	3
Bible History -----	2
1st semester Old Testament	
2nd semester New Testament	
Art -----	5
	<hr/>
	13

Sophomore

	Hours
English (Composition or Literature)-----	3
Modern Language -----	3
History I (Freshman)-----	3
Art (12 hrs.)-----	6
	<hr/>
	15

Junior

	Hours
English (Elective) -----	3
Modern Language -----	3
Art (20 hrs.)-----	10
	<hr/>
	16

Senior

	Hours
English—Poetry and Drama-----	3
Modern Language -----	3
History of Art-----	2
Art (20 hrs.)-----	10
	<hr/>
	18

	Hours
Literary -----	31
Art -----	31
	<hr/>
Total -----	62

Students working for Art Diploma are required to take the *same* Modern Language throughout the whole four years.

GENERAL HISTORY OF ART (One year, 2 hours)

Open to Seniors and Specials

"We study history with pick and shovel, we write history with brush and chisel."

The aim of this course is to cultivate an intelligent interest in and appreciation of Art in its different manifestations. In order to do this, one must become familiar with the world's best Architecture, Sculpture and Painting, past and present; know the history of its development, and appreciate its supreme importance as the self-expression—by “brush and chisel”—of the life, thought and achievement of nations and individuals. The inestimable part therefore, that Art has thus played in reflecting and recording the development of civilization, makes a knowledge of its history essential to the general culture of any nation or individual.

All regular Art students are required to take this course in their Senior year. It is an elective for Seniors and Specials in other departments.

THE DEPARTMENT OF MUSIC

Recognizing music as an essential element in a liberal education, and the necessity for providing adequate means for study under conditions conducive to the best work, the School of Music offers courses the aim of which is to lay a foundation of musical knowledge of a two-fold nature, giving students the power to appreciate music in a general way, and also to furnish the technical training necessary for the professional practice of music.

As a vocation, music has become one of the most important forms of professional life. As an elemental discipline, as a means of intellectual growth, and to develop a love for the beautiful, music is being recognized as equal to any of the accepted studies of the College courses. Pupils are urged to avail themselves of the unusual facilities here presented for acquiring that symmetrical culture which results from the study of literature and music together.

EQUIPMENT

The musical equipment of Anderson College is complete and of such quality as to stand a favorable comparison with

that of any similar institution in this country. The music building is lighted by electricity, heated by steam and well ventilated. The studios and class rooms, as well as the practice rooms, are adequately furnished; the music store is always stocked with all grades of music; the chapel, including the balcony, has splendid acoustic properties and will seat about 800 people.

CONCERTS

The students have frequent opportunities of hearing great artists in concert, which is of incalculable benefit to those pursuing a musical education. Recitals are given at intervals during the year by the Music Faculty. All students are required to attend these concerts.

Student concerts are held Tuesdays after dinner. All music students are required to attend and take part in them, when requested to do so by their teachers.

All students' recitals are under the direction of the Director of Music who will arrange the programs with the teachers whose students are to take part in them.

The MacDowell Music Club of the College is for those studying in any department of music, and is a required part of their work. It meets once a month and all subjects of a musical nature are freely discussed. Question boxes, current music topics, special recitals given before the Club are among the features enjoyed. It is one of the most lively of the several Societies of the College, stirring up interest in music along all lines and is a means of growth in culture among the students.

GRADUATION REQUIREMENTS FOR THE ARTIST DIPLOMA

In addition to the required Literary and Theoretical work, a candidate for graduation in Piano, Violin, Organ or Voice must give from memory and in a creditable manner a public Recital from standard works selected by her Professor

and satisfactory to the Director. A Teacher's Certificate will be given to students having completed the Literary and Theoretical work together with the course in Piano, Organ, Voice, or Violin through the Junior year and are not required to give a public recital. Those students who are candidates for the Teacher's Certificate in Piano will be required to spend two hours a week for one year in practice teaching in the Kindergarten Department. Graduates in Voice, Organ and Violin must have completed and been examined in the Sophomore work in Piano.

All students who present themselves as candidates for graduation must offer 15 units for entrance; however, at the discretion of the classification committee, students may begin to specialize in Music before they have completed their entrance work. Anderson College takes a liberal policy as to what these subjects may be. The student may substitute at the advice of the Director some subject more congenial to her. For instance, she may not have completed the full amount of units in Mathematics—an equal amount of work offered in Science, History or Language will be accepted.

ELECTIVES FOR THE A. B. AND B. S. DEGREES

Academic students doing COLLEGE work in Voice, Piano, Violin or Organ may receive credit on the A. B. or B. S. degrees to the extent of six hours—or they may elect six hours in the Department of Theory except Courses I, II, and XI.

DEPARTMENT OF PIANOFORTE

MISS CRONKHITE

MISS DENMARK

MISS HALL

MISS TUTTLE

MISS PATTISON

The course of study in the Pianoforte includes all grades of study and compositions required for the most systematic development in execution and interpretation, both for teaching and artistic performance. Especial attention is paid to the development of a musical touch and a refined and intelli-

gent style of playing. It will be the effort of the teacher to adapt the instruction to the personal needs of the student.

Students are graded in Music according to the quality as well as the quantity of work done—therefore, upon entering they will be classified only tentatively until the value of their work can be determined. They will be assigned to teachers according to their advancement.

The technical training is conducted along well established lines. The principles employed are such as careful observation have found to be in accord with the best concert tradition and such as are in actual usage by the representative professionals of today.

Practice Claviers are provided and will be used at the discretion of the teacher, when deemed advantageous to the pupil. The instrument has received the endorsement of leading artists, teachers and conservatories, not only in this country, but in Europe. While it does not serve as a substitute for brains, the right use of the Clavier often results in a greater technical progress than can be made by any other known means, in as much as it facilitates the concentration of the pupil's attention upon each point in turn necessary for the mastery of the keyboard.

THE DUNNING SYSTEM OF IMPROVED MUSIC STUDY FOR BEGINNERS

In teaching children, the difficult facts of music study must be presented in the form most appreciated by the child mind, without having the lessons degenerate into play hours and yet make them a pleasure to the child. This is the problem which has been so successfully solved by Mrs. Carrie Louise Dunning. The object of the Dunning System is to teach the child or beginner the scientific rudiments of music in the most natural and interesting manner and to endeavor to face the difficulties which have heretofore confronted the child during the first years of music study and supplement that which will nourish and develop the child nature from all

sides: spiritually, mentally, and physically. By the kindergarten idea as carried out in this system, we mean, teaching the truth by symbols, and by these means glean from the child an intelligent expression of what she has learned. Some of the facts are expressed in verse, since rhythmical forms are more easily retained than prose rules. Games have been invented which lead immediately from one point to the next and take away the drudgery of learning facts and the work proves to be fascinating to both teacher and child. Anderson College is fully equipped to teach this system.

MINIMUM REQUIREMENTS FOR PIANO COURSE

In addition to the annual examination in required technical work held before the Piano Faculty—the following compositions must have been satisfactorily presented *from memory*.

Freshman.

Bach-Faelton—20 Little Studies—6

Five Studies of the grade of Duvernoy op. 120

Two movements of a Sonatina

Two pieces of Freshman grade

Sophomore.

Bach—Little Preludes—6

Two movements of a Sonata of Haydn or Mozart

Five pieces—at least two of which must be Sophomore grade

Junior.

Bach—Two Part Inventions—6

Two movements of a Sonata of Beethoven.

Five pieces—at least three of which must be of Junior grade.

Senior.

Bach—Three Part Inventions—6

One French Suite.

Complete Sonata of Beethoven

Five pieces—three of which must be of Senior grade.

Senior Requirements—besides a program given from memory—

All scales in double thirds

Bach—Preludes and Fugues—3

Italian Concerto—2 movements.

To study a piece in 6 days for a committee, without assistance, and read a selected composition at sight.

DEPARTMENT OF VOICE

MISS STEPHENS

The course in voice culture is intended to train and thoroughly equip the pupil for artistic performance and teaching. It covers all grades of work from the most elementary, and students are prepared for church and concert work, as well as for singing in their own homes.

The course, as outlined, occupies four years. Special attention is given to breathing, breath control, clear enunciation, poise, and artistic interpretation. Students entering from other colleges will be given credit for the work they have completed, providing they pass a satisfactory test. As soon as students are sufficiently advanced, they are expected to sing at Students' Recitals. Graduates must have made at least four creditable appearances in public during their Senior year, and are required to give a public recital at the end of that year.

The following are the requirements for examination at the end of the years indicated, and required for entrance into the year following:

Freshman.

1. Any major scale, unaccompanied, to Ah and to Solfa syllables.
2. A simple melody at sight, unaccompanied.
3. Two studies, selected from Sieber, Marchesi, Concone, etc.
4. Three simple songs, one sacred.

Sophomore.

1. Major and harmonic minor scales.
2. Any major or perfect interval above a given note.
3. Three studies, one in a minor key from Salvatore, Marchesi, Panofka, Lamperti, Concone, etc. One in Italian.
4. A simple melody at sight, unaccompanied.
5. Three songs, suitable to grade, one sacred, one in French or Italian.

Junior.

1. Any major and both minor forms of scale to Ah and Solfa Syllables.
2. Any major, minor or perfect interval above a given note.
3. Arpeggios of major and minor common chords.
4. A melody at sight with modulation into keys of 2 flats and 2 sharps.
5. Three studies, major and minor, from above vocalises, one in Italian.
6. One recitative, operatic, or oratorio from Handel, Mozart, Mendelssohn, Wagener, etc.
7. Four songs, one from oratorio, one in French, one in Italian.

Senior.

1. Any chromatic scale, ascending or descending.

2. Any diatonic or chromatic interval within the octave of a given note.
3. Three studies from the above vocalises, one to Ah, one to Solfa syllables, one in Italian.
4. A song of moderate difficulty at sight (with accompanist).
5. Arpeggios of common and dominant seventh chords.
6. Sing and play the accompaniment of a song studied in Junior year.
7. To sing one modern classical song, given by teacher, three weeks before examination, studied and prepared entirely without assistance.
8. To sing two songs from the Graduating program.
9. To give a graduate's Recital which must include one operatic aria, one aria from an oratorio, and at least one group of songs by standard composers, one in French and one in Italian.

CHORUS TRAINING

The Glee Club is open to all students having good singing voices and is required of voice students in Sophomore, Junior and Senior years. One hour a week.

PUBLIC SCHOOL MUSIC

MISS STEPHENS

The increasing demand for women trained to be teachers and supervisors of Music in the public schools has led the administration to include such instruction in the offerings of the School of Music. This instruction, given by teachers of special preparation and experience in this branch of musical education, is of interest not only to the music students generally, but also especially to high school, training class and normal school graduates. Many vocal students intending to teach voice culture are becoming interested in the methods class of this course which deals with the pedagogy of instruction in the rudiments of music.

The voice and piano work train the student to sing and play readily, all songs likely to come before her in her class work. Rhythm, time, notation, rote songs, song study, partsinging, tone placing, and breathing are all given careful attention. Definite outlines are prepared which are to be used for actual grade and high school teaching.

Observation and practice teaching are important factors in the training of this course.

ORGAN

Miss CRONKHITE

To enter this department the student must have reached the grade of Sophomore in Piano. The complication of mastering the pedal key board and the art of registration make it necessary that the student be well grounded in piano technic, fingering and correct phrasing.

The object of this department is to prepare practical organists for the church service as well as concert playing.

The College Administration expects to have a two-manual-practice organ installed at the college this summer for the use of the organ students of 1923 and 1924.

The large two-manual Estey organ, with tubular pneumatic action, recently installed in the First Baptist Church is used by the students of the organ department for registration and all concert work. This affords a fine opportunity to master the organ in its every phase.

First Year.

Henry Dunham's Organ School, or Lemmen's Organ School Book I.

Rink's Chorales.

Rheinberger's Trios.

George Whiting's Preludes and Postludes, Hymn tune playing, Anthems, and Masses taught throughout the year.

Second Year.

Lemmen's Organ School Book II

Rink's Organ School, Book III and IV

Bach's Eight Preludes and Fugues; The easier Mendelssohn Sonatas.

Third Year.

Rink's Organ School, Book V, Bach's Preludes and Fugues; the more difficult Mendelssohn Sonatas.

Selections from the works of standard organ composers will be given throughout the course.

Preparation of Recital Program will partly occupy the second and third years.

VIOLIN DEPARTMENT

MISS HALL

Studies: Lavureux Method Book I; Gruenberg Seale and Chord studies; Sevcik, Opus 1 Book 1; Wohlfahrt, Opus 45 and op. 74.

Pieces: Gebauer, Duos; Mazes, Duos; Easy Pieces in First Position.

Freshman.

Studies: Lavureux Method Book II; Alard Position Studies; M. Koehler, op. 51; Kayser Studies, Etudes.

Pieces: Students Concertos by F. Seitz, H. Hubar; Sonatinas by H. Sitt.

Sophomore.

Studies: J. Dont, op. 38; Mazas, op. 36; Schradieck, Seale and Chord Studies; Sevcik, op. 3.

Pieces: Sonatinas by Sehubert, Dvorak, and others; Concertinos by A. Seybold, H. Sitt, and others.

Junior.

Studies: Fiorillo, Etudes; Kreutzer, Etudes; Seveik, op. 1, Book 4; Halir, Scale Studies.

Pieces: Sonatinas by Tartini, Corelli, Handel, Mozart; Concertos by Kreutzer, Rode, Viotti.

Senior.

Studies: J. Dont, op. 35.

Pieces: Rode, 24 Caprices; Bach, Sonatas for Violin, Sonatas (i e., the violin parts of Sonatas for Piano and Violin), by Beethoven, Greig, Dvorak, Brahms; Concertos by Godard, Mendelssohn, Bruch, Spohr, Bach, Beethoven.

DEPARTMENT OF THEORY

Course I—Solfeggio.

Drill in interval and scale singing. Time subdivisions.
Dictation and part singing.

Two hours a week.

Course II—Introductory Harmony and Ear Training.

The formation and recognition, when played, of major and minor scales, triads, intervals, all chords of the seventh and augmented chords in close and open harmony; dictation of simple melodies and hymns, together with the elements of harmony, are embraced in this course.

Text-book, "Ear Training for Teacher and Pupil," Alchin. "Notation and Harmony," Bussler.

Two hours a week.

Course III—Harmony.

This is a continuation of Course II, with figured basses and harmonization of melodies, employing the use of triads, dominant, diminished and secondary seventh chords with their inversions, modulations, altered and augmented chords. Practical analysis of chords and modulation in standard compositions.

Text books: Jadassohn, Prout and Goetchius.

Two hours a week.

Course IV—Advanced Harmony and Counterpoint.

Suspensions, passing tones, organ point, harmonization of melodies and chorals, with and without figuration. Harmony completed, first semester. Second semester, simple and florid counterpoint in two, three, and four parts.

Text books: Jadassohn, Ritcher and Prout.

Two hours a week.

Course V—History of Music.

This course will give a general survey of the subject. Ancient and Greek music, the music of the early Christian Age; the development of polyphonic music; Luther's Reformation; the Italian, French and German Opera; the Oratorio; the development of instrumental music; the great Art forms. Victrola used to illustrate.

Text books: Baltzel and Pratt.

This course is open to all students in and above the Freshman Class.

It may be taken before Course III.

Two hours a week.

Course VI—Advanced History of Music.

Biographies of the great composers. Music of the Western Church. The Modern Music Drama.

Text books: Dickinson's "History of Music" and "History of Music in the Western Church." Grove's "Musical Dictionary" and "Famous Composers" are used as reference books and other standard works.

Two hours a week.

Course VII—Theory of Music.

History of notation; accent (natural and artificial); rhythm; tempo; embellishments; acoustics and orchestral instruments are studied in this course. Analysis of Song and Aria Forms; Rondos, Theme and Variations; the Sonata Forms; the Sonata as a whole; Preludes and Fugues.

This course may be taken before Courses IV and V.

Text books: Elson's "Theory of Music" and Prout's "Applied Forms". Also Tapper's "Analysis of Form".

Two hours a week.

Course VIII—Harmonic Analysis.

The analysis of the harmonic structure of both the classic and modern music. The text book used is Benjamin Cutter's "Harmonic Analysis".

One hour a week.

Course IX—Music Appreciation.

This course is designed for the purpose of training students not only to listen to music more intelligently but to recognize the color of orchestral instruments and to actually hear how music developed through the centuries in choral, instrumental and orchestral works. This is accomplished by the use of the Victrola.

One hour a week.

Course X—Public School Methods.

Theory of instruction in rudiments of music—music appreciation, and voice culture—preparation of definite outlines for use in actual teaching.

Two hours a week.

Course XI—Ensemble.

This course is valuable in that it cultivates self-control, skill in reading at sight, steadiness of rhythm, and quick adjustment to the artistic needs of the moment.

One hour a week.

Four and eight hand arrangements of the overtures and symphonies of the classical composers are studied under the direction of a teacher. Many of the numbers are prepared for finished performance in concerts. This course is not an elective for the A. B. or B. S. degrees.

Course XII.

Study of the operas and of the song literature of America and Europe from both musical and literary standpoints.

Electives for A. B. and B. S. degrees.

One hour a week.

**REQUIRED WORK FOR GRADUATION IN PIANO,
VIOLIN, AND ORGAN**

FRESHMAN

(Three hours daily practice)

	Hours
Composition and Literature-----	3
Prep. Harmony -----	2
Music History I-----	2
Music Appreciation -----	1
Instrumental Lesson -----	1
Practice -----	5
	14

SOPHOMORE

(Three hours daily practice)

	Hours
Literature -----	3
Modern Lang. or History of Western Europe	3
Harmony I -----	2
Music History II-----	2
Music Appreciation -----	1
Instrumental Lesson -----	1
Practice -----	5
	<hr/>
	17

JUNIOR

(Four hours daily practice)

	Hours
Modern Language or Ed. Psychology—or	
Elective -----	3
Harmony II -----	2
Harmonic Analysis -----	1
Instrumental Lesson -----	1
Practice -----	7
	<hr/>
	14

SENIOR

(Four hours daily practice)

	Hours
Philosophy -----	3
Analysis of Form-----	2
Ensemble -----	1
Instrumental Lesson -----	1
Practice -----	8
	<hr/>
	15

NOTE: If Modern Language is elected it must also be taken the next year.

NOTE: Physical exercises and games required throughout the course.

**REQUIRED WORK FOR THE DIPLOMA IN PUBLIC
SCHOOL MUSIC**

FRESHMAN YEAR

	Hours
English I -----	3
Modern Language I-----	3
Solfeggio I -----	2
Prep. Harmony -----	2
Piano Lesson -----	1
Practice -----	5
	<hr/>
	16

Three hours daily practice

SOPHOMORE YEAR

	Hours
English II -----	3
Modern Language II-----	3
Solfeggio II -----	2
Harmony I -----	2
Piano Lesson -----	1
Practice -----	5
	<hr/>
	16

Three hours daily practice

JUNIOR YEAR

	Hours
Elective -----	3
Solfeggio III -----	2
Public School Methods I-----	2
Music History I-----	2
Music Appreciation -----	1

Voice Lesson -----	1
Practice -----	3
	<hr/> 14

Two hours daily practice

SENIOR YEAR

	Hours
Public School Methods II-----	2
Practice Teaching -----	3
Music History II-----	2
Music Appreciation -----	1
Glee Club Practice-----	1
Voice Lesson -----	1
Practice -----	3
Repertory in Song and Opera-----	1
	<hr/> 14

Two hours daily practice

REQUIRED WORK FOR DIPLOMA IN VOICE AND PUBLIC SCHOOL MUSIC

FRESHMAN YEAR

	Hours
English I -----	3
Modern Language -----	3
Solfeggio I -----	2
Voice Lesson -----	1
Piano Lesson -----	1
Practice -----	5
	<hr/> 15

Three hours daily practice

SOPHOMORE YEAR

English II -----	3
Modern Language II-----	3

Public School Methods-----	2
Solfeggio II-----	2
Prep. Harmony -----	2
Voice Lesson -----	1
Piano Lesson -----	1
Practice -----	3
	—
	17

Two hours daily practice

JUNIOR YEAR

Lit. or Modern Language-----	3
History of Music I-----	2
Music Appreciation -----	1
Solfeggio III -----	1
Public School Methods II-----	2
Harmony I -----	2
Voice Lesson -----	1
Practice -----	3
	—
	15

Two hours daily practice

SENIOR YEAR

	Hours
Repertory in Song and Opera-----	2
History of Music II-----	2
Music Appreciation -----	1
Practice Teaching -----	3
Voice Lesson -----	$1\frac{1}{2}$
Practice -----	3
Glee Club Practice-----	1
	—
	$13\frac{1}{2}$

Two hours daily practice

DEPARTMENT OF EXPRESSION AND PHYSICAL CULTURE

MRS. PRATT

COURSES IN EXPRESSION*Freshman.*

How to become a natural and distinct speaker. This means the study and memorizing of simple selections, with special attention paid to diction, pronunciation and voice culture.

Text-books: Cumnock's Choice Readings. Clark's Interpretation of the Printed Page. Clark's Selected Readings.

Sophomore.

Advanced interpretation; selections from standard authors. Continuation of voice culture.

Text-books: Completion of Clark's Interpretation of the Printed Page. Chamberlin and Clark's Principles of Vocal and Literary Interpretation.

Junior.

Continuation of Sophomore with Debating, Extemporaneous Speaking, Orations, Staging of Simple Plays, Story Telling.

Senior.

Artistic reading; study of the Drama, ancient and modern. Normal instruction: "How to Teach Reading in the Public School."—Clark. Each candidate for a Diploma must be able to read creditably a standard play selected by the Director.

OUTLINE OF COURSE REQUIRED FOR DIPLOMA

Freshman

	Hours
Private Lessons -----	1
Practice two hours per day-----	3
Class work (Theory)-----	2
Composition and Literature-----	3
History -----	3
Modern Languages -----	3
Setting Up Exercises-----	—
	15

Sophomore

	Hours
Private Lessons -----	1
Practice two hours per day-----	3
Class work (Theory)-----	2
Composition and Literature-----	3
History -----	3
Modern Language -----	3
Setting Up Exercises-----	—
	15

Junior

	Hours
Private Lessons -----	1
Practice two hours per day-----	3
Class work (Theory)-----	3
Art History -----	2
Electives -----	6
Games required of every Junior-----	—
	15

Senior

	Hours
Private Lessons -----	1
Practice two hours per day-----	3
Class work (Theory)-----	3
Art History -----	2
Electives -----	6
Games required of every Senior-----	<hr/>
	15

The aim of the Department is to develop the mind, body and voice not only to give vocal interpretation to good literature, but to give clearness, purity, richness and beauty to the spoken word. The work is based on the most modern methods of teaching vocal Expression and interpretative study of literature Story telling and conversation, reading and acting plays, and extemporaneous speaking. The training is done by whatever exercises are found necessary to meet the individual need.

On the successful completion of the four year's work a Diploma will be awarded.

Fifteen units required for unconditional entrance.

PHYSICAL TRAINING AND ATHLETICS

MISS NIXON

The aim of the Department of Physical Education is to develop healthy minds and strong bodies.

At the opening of College each student will be given thorough physical examination by the doctor and trained nurse in charge. Physical defects will be noted and proper exercise given for their correction.

Setting up Exercises two hours per week required of all Freshmen and Sophomores.

A thorough knowledge of some game together with other

forms of exercise selected by the Director, required of Juniors and Seniors.

Every student becomes on entrance a member of the Athletic Association.

UNIFORMS

Each student is required to have a white middy blouse and black bloomers. The bloomers will be ordered at a nominal sum by the Director; also uniform shoes will be secured.

COMMERCIAL COURSE

MISS FUNK

This course offers training for those who wish to prepare themselves for clerical positions, private secretaries, stenographers in business offices, or for private profit or enjoyment. Practical work is offered in Shorthand, Typewriting and Bookkeeping, with special emphasis on accuracy, neatness and speed.

The course combined with Literary work covers two years. A certificate is given on the completion of the Course.

Candidate for certificate must present at least twelve units for unconditional entrance to this course.

<i>First Year</i>		<i>Second Year</i>	
Shorthand -----	3	Shorthand -----	3
Typewriting -----	3	Typewriting -----	3
Bookkeeping -----	2	Bookkeeping -----	2
Comp. and Lit.-----	3	Comp. and Lit.-----	3
History -----	3	History -----	3
Political Econ. -----	3	Philosophy -----	3
<hr/>		<hr/>	
	17		17

Attention is called to the fact that the above course is more thorough than the usual course offered in business colleges.

EXPENSES FOR THE COLLEGE YEAR

For the Literary Course, leading to the A. B. Degree:

Matriculatoin Fee, Medical Fee, including use of infirmary and attention of Physician and nurse (except in protracted illness and for prescriptions), Library, Artists and Lectures and Physical Culture Fee, Board and Room, including lights, heat, running hot and cold water, private bath, etc. ----- \$275.00

Literary tuition ----- 100.00

Total for the College Year for A. B. with no specials 375.00

For each literary study taken in addition to the work required for each year a charge of \$25.00 will be made.

DAY STUDENTS

Matriculation Fee, Library, Artists and Lectures and

Physical Culture Fee----- \$ 25.00

Literary tuition ----- 100.00

Total for A. B. with no specials----- \$125.00

The cost in a woman's college for students taking special courses varies with the combination of courses.

EXPENSES FOR SPECIAL COURSES

Literary Studies, each-----	\$ 25.00
Piano, under Miss Cronkhite-----	100.00
Piano, under the other teachers-----	80.00
Piano, for children under 12 years of age-----	60.00
Voice -----	90.00
Violin -----	80.00
Harmony -----	20.00
Public School Methods-----	20.00
Analysis -----	20.00
Reading Aloud -----	25.00

Eurhythms	-----	30.00
Ensemble	-----	15.00
Musical Interpretation	-----	15.00
Sight Singing	-----	20.00
Art, with materials, except material for China Painting	-----	80.00
Expression	-----	80.00
Domestic Science, with materials to students taking regular B. S. Course	-----	55.00
Domestic Art, with materials to students taking regular B. S. Course	-----	45.00

Students taking regular B. S. Course will be charged for Domestic Science and Art only—together with any literary work. Millinery, Household Administration, Costume Design and Elementary Dressmaking are included in the above. Charges for these subjects are made only to those who take them as electives, as follows:

Millinery	-----	\$10.00
Household Administration	-----	10.00
Costume Design and Elementary Dressmaking	-----	25.00
Dietetics	-----	40.00
Cookery	-----	40.00
Textiles	-----	35.00
Shorthand and Typewriting	-----	50.00
Bookkeeping	-----	50.00
Use of Piano, one hour daily	-----	10.00
Use of Piano, two hours daily	-----	15.00
Use of Piano for each additional hour	-----	3.50
Laboratory Fee	-----	5.00
Diploma Fee	-----	10.00

In order to ascertain the cost of special courses, consult the above schedule.

TERMS OF PAYMENT

On entrance, in September, one-half of all charges is due.

At mid-session in January, the remainder is due.

Interest at eight per cent. is charged on all past due bills.

REDUCTIONS

When a student of the literary course takes more than one major special subject, such as Music, Art, etc., a 5 per cent. reduction is made on all charges for tuition and specials, provided that bills are paid when due.

When two boarding students (sisters) come from the same home, a reduction of 5 per cent. is allowed on all charges of tuition and specials, provided both remain in the College for the entire semester, and that charges are paid when due.

Pastors actively engaged in the ministry of the Gospel are charged no literary tuition for their daughters in Anderson College. All other charges, including specials, will be made at catalogue rates.

Students entering several weeks late will be charged for board from the time of entrance, but for the full semester on all other charges.

No reduction will be allowed either boarding or day pupils for absence for any cause except illness, and then only when the absence has been as long as a month.

IMPORTANT POINTS

For reservation of room, \$5.00 is required in advance when room is reserved. No room will be reserved without the payment of this amount, which amount will be credited on the first bill.

Students not returning after Christmas will be charged to the end of the first semester. No reduction will be made for holidays.

A charge of one dollar per month will be made for each room using an electric cooker.

All checks, drafts, and money orders should be made payable to Anderson College.

It is recommended that a deposit of \$15.00 be made with the bookkeeper for books, sheet music, stationery, etc.

The College will not advance money to students.

Anderson College is not an expensive school, and parents are requested to make only a moderate allowance to their daughters for spending money.

The College exercises every precaution to protect property of students, but will not be responsible for losses of any kind.

Students taking special courses such as Piano, Expression, Art, etc., will not be allowed to drop same except by special permission of the Dean.

Those remaining at the College during the Christmas holidays will be charged at the rate of ten dollars per week. Students wishing to remain in residence during the holidays must get permission of the Dean.

The entertainment of visitors is a privilege granted when it is convenient to the management, and a charge of \$2.00 per day will be made for such entertainment.

Visitors will not be received on Sunday nor during school hours. Visitors calling on underclassmen are not to prolong their visits beyond 9:30; and visitors calling on Seniors are not to prolong their visits beyond 10:00 o'clock.

In case of serious illness, the parents will be notified immediately.

Teachers and students are required to furnish pillow cases (size 20x32 in.), sheets, spreads, blankets, towels, napkins and any other articles of use or ornament desired for their

rooms, such as spoons, drinking glass and pictures, also rain-coat, rubbers and umbrella.

All articles for laundry must be plainly marked with the full name. Trunks and suit cases should be marked with the name of the student before leaving home.

Students are requested to have all dental work attended to before leaving home in the fall.

All dues to the College must be paid before either a certificate or a diploma or a transcript of credits given will be awarded.

INFORMATION AND GENERAL REGULATIONS

This Bulletin with its published announcement is to be regarded as equivalent to a contract between the College and its patrons as to charges, and no agent or representative is authorized to promise any different terms of payment unless by written consent of the President or Dean. No former bulletin or publication shall be regarded as authoritative on rules and rates.

All instructions in regard to the students and permissions of parents and guardians should be sent by mail to the Dean of Women.

Parents are asked not to give permissions to their daughters that conflict with the regulations of the college.

Only such restrictions are made as are necessary for the protection and advancement of the student.

The school appropriates to study, recreation and rest, the entire time of the student; therefore parents are asked to discourage visits home.

Care is taken to provide chaperones when necessary. No permissions are granted students to remain out of the school at night, except where parents send such requests to the Dean of Women for her approval.

All mail, packages, boxes, telegrams and telephone messages are subject to the inspection of the management. A limited number of correspondents, approved by parents and Dean of Women, will be permitted.

Parents are urged not to withdraw their daughters before the close of the year, as an injustice is done to both student and college in the mind of the public.

The church of the parent's choice is attended by the student every Sunday morning. On Sunday evening the students may attend Church in a body.

Students are required to attend chapel services each school day and Sunday School and church on Sunday morning.

No noise is allowed on the campus during recitation hours.

Absences from recitations must be excused upon blanks furnished by the Faculty, and students must return this card signed by Dean of Women at next session following absence.

1. Students are expected to matriculate promptly upon arrival.
2. No student is allowed to withdraw from any class to which she has been assigned except with the written permission of the teacher and the approval of the Dean.
3. Card playing and the use of dice are strictly forbidden, and the possession of either cards or dice shall be *prima facie* evidence of a violation of this rule. (This rule was adopted by request of the Student Government.)
4. Students coming from other colleges are required to present satisfactory testimonials of honorable dismissal.

Alma Mater

DEAR to our hearts is our Alma Mater,
Loyal and true are we,
Truest devotion till life is ended,
Wholly we pledge to thee.
Tho' from thy halls far away we wander,
Thoughts back to thee will fly,
And tender mem'ries time cannot sever,
Love that will never die.
Heav'n's choicest blessing ever attend thee,
Dear Alma Mater mine—
No shadows harm thee, no fears alarm thee,
Always the sunshine thine.
And tho' we leave thee, we'll never grieve thee,
True to our trust we'll be,
Our best endeavor, now and forever,
Always to honor thee.

Written by Mrs. C. S. Sullivan.

REGISTER OF STUDENTS 1922-1923

SENIOR CLASS

Armstrong, May	Anderson, S. C.
Atkinson, Gladys	Macon, Ga.
Barton, Ollie	Tigerville, S. C.
Boylston, Bridget	Pendleton, S. C.
Bolt, Nellie	Ware Shoals, S. C.
Brock, Caroline	Central, S. C.
Brown, Ruby	Anderson, S. C.
Burriss, Lydia	Anderson, S. C.
Clayton, Eunice	Central, S. C.
Clement, Mary	Belton, S. C.
Cooke, Kathleen	Anderson, S. C.
Cowherd, Dorsey	Branchville, S. C.
Cowherd, Elizabeth	Branchville, S. C.
Cunningham, Ruth	Greer, S. C.
Davis, Ethel	Honea Path, S. C.
Dillard, Mary	Greer, S. C.
Elrod, Sarah	Piedmont, S. C.
England, Marjorie	Wetsminster, S. C.
Foster, Kathleen	Roebuck, S. C.
Fowler, Beaufort	Campobello, S. C.
Graham, Mattie Julia	Cades, S. C.
Glenn, Sylvene	Anderson, S. C.
Harris, Elizabeth	Greenville, S. C.
Harris, Blanche	Dillon, S. C.
Hopper, Malvina	Belton, S. C.
Huff, Lillian	Simpsonville, S. C.
Huff, Lonie	Simpsonville, S. C.
Jeffries, Doris	Clayton, N. C.
Kelly, Floride	Central, S. C.
Kempson, Julia	Silver Street, S. C.
Kendrick, Mary	Portsmouth, Va.
Kenney, VanRay	Rembert, S. C.
King, Eleise	Westminster, S. C.

Leathers, Lula Lee-----	Anderson, S. C.
Mattox, Frances -----	Elberton, Ga.
Norris, Ruby -----	Anderson, S. C.
Parham, Edna -----	Charleston, S. C.
Peterson, Elizabeth -----	Greenwood, S. C.
Phillips, Bonte -----	Hartwell, Ga.
Power, Louise -----	Laurens, S. C.
Sanders, Vinnie -----	Silver Street, S. C.
Scott, Christine -----	Anderson, S. C.
Seabrook, Hessie -----	Edisto Island, S. C.
Shearer, Maimee -----	Anderson, S. C.
Stephens, Sara Frances-----	Anderson, S. C.
Stewart, Mary Dell-----	Pelzer, S. C.
Thompson, Ruth -----	Laurens, S. C.
Watkins, Helen -----	Anderson, S. C.
White, Annie Mae-----	Spartanburg, S. C.

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JUNIOR CLASS

Beeks, Ruth -----	Abbeville, S. C.
Bradley, Madge -----	Belton, S. C.
Bradley, Lillian -----	Mayesville, S. C.
Bruce, Ruth -----	Anderson, S. C.
Cowherd, Virginia -----	Branchville, S. C.
DeLoach, Mary -----	Johnston, S. C.
England, Marie -----	Westminster, S. C.
Funk, Zanerian -----	Hagerstown, Md.
Foster, Helen -----	Roebuck, S. C.
Glymph, Lovelene -----	Anderson, S. C.
Harris, Georgia -----	Anderson, S. C.
Hellams, Lola Mae-----	Fountain Inn, S. C.
Hembree, Ruby -----	Anderson, S. C.
Hill, Zoe -----	Tucapau, S. C.
Hughes, Ruth -----	Donalds, S. C.
Hite, Thelma -----	Johnston, S. C.
Hilton, Emma -----	Kershaw, S. C.
Keys, Grace -----	Starr, S. C.

Nix, Ollie -----	Zirconia, N. C.
Nix, Merdel -----	Zirconia, N. C.
McFall, Anna Dean-----	Anderson, S. C.
Paget, Mary -----	Anderson, S. C.
Parnell, Caroline -----	Savannah, Ga.
Rawlinson, Cora Emmie-----	Congaree, S. C.
Reichard, Helen -----	Anderson, S. C.
Richardson, Lucia -----	Simpsonville, S. C.
Sexton, Carrie -----	Starr, S. C.
Smith, Ophelia -----	Madison, Fla.
Sullivan, Babbie -----	Anderson, S. C.
Wallace, Helen -----	Kinards, S. C.
Watts, Emily -----	Columbia, S. C.
Welborne, Violet -----	Pendleton, S. C.
White, Martha -----	Miami, Fla.
Wickliffe, Margaret -----	West Union, S. C.
Wilson, Kathleen -----	Anderson, S. C.

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SOPHOMORE CLASS

Ballard, Sadie -----	Pelzer, S. C.
Blease, Colie -----	Newberry, S. C.
Blume, Eva -----	Blackville, S. C.
Bridges, Veola -----	Anderson, S. C.
Brown, Helen -----	Anderson, S. C.
Burnett, Margaret -----	Belton, S. C.
Burriess, Janie -----	Anderson, S. C.
Craddock, Nelle -----	Fairfax, S. C.
Cronkhite, Dorothy -----	St. Joseph, Mo.
Dorn, Ezelle -----	Epworth, S. C.
Drake, Susie -----	Anderson, S. C.
Dueworth, Thelma -----	Belton, S. C.
Dyches, Martha -----	Ft. Mill, S. C.
Dominick, Carine -----	Neeses, S. C.
Foster, Lucile -----	Roebuck, S. C.
Graham, Mary -----	Piedmont, S. C.
Gray, Marion -----	Anderson, S. C.

Hagood, Katherine	Easley, S. C.
Harris, Alice Pope	Elberton, Ga.
Harris, Clara Frances	Greenville, S. C.
Hogg, Lena	Williamston, S. C.
Hudson, Laura Mae	Anderson, S. C.
Jeffries, Octavia	Clayton, N. C.
Jones, Elizabeth	Abbeville, S. C.
Kennedy, Virginia	Williston, S. C.
Leathers, Eunice	Anderson, S. C.
McGill, Helen	Anderson, S. C.
Martin, Annie Lee	Anderson, S. C.
Mason, Corinne	Westminster, S. C.
Murray, Mildred	Cameron, S. C.
Nixon, Gladys	North Augusta, S. C.
Owings, Mary	Laurens, S. C.
Power, Sara	Laurens, S. C.
Phillips, Robbie	Westminster, S. C.
Richardson, Jennie	Piedmont, S. C.
Settle, Wadine	Point Peter, Ga.
Small, Elizabeth	Jefferson, S. C.
Tribble, Dorothy	Anderson, S. C.
Watts, Mary	Columbia, S. C.
Willie, Jewell	Louisville, Ga.
Yeargin, Sara	Graycourt, S. C.

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FRESHMAN CLASS

Adams, Ruth	Tignall, Ga.
	<i>Washington High School</i>
Aiken, Malinda	Greenville, S. C.
	<i>Greenville Womans College</i>
Arnette, Isabelle	Lake View, S. C.
	<i>Union High School</i>
Ashley, Alese	Anderson, S. C.
	<i>Harden Fitting School</i>
Baldwin, Lucile	Graycourt, S. C.
	<i>Spartan Academy</i>

Baldwin, Frances -----	Anderson, S. C.
	<i>Harden Fitting School</i>
Banks, Edith -----	Saluda, S. C.
	<i>Plum Branch Graded School</i>
Barnes, Meryl -----	Lodge, S. C.
	<i>Lodge High School</i>
Barnhill, Evelyn -----	Robersonville, N. C.
	<i>Flora MacDonald College</i>
Blanton, Pheme -----	Atlanta, Ga.
	<i>Jacksonville High School</i>
Blum, Laura -----	Liberty, S. C.
	<i>Queen's College</i>
Boleman, Willie Sue-----	Townville, S. C.
	<i>Townville High School</i>
Boykin, Florence -----	Boykin, S. C.
	<i>Winthrop College</i>
Bridwell, Velma -----	Mountain Rest, S. C.
	<i>Long Creek Academy</i>
Brock, Norine -----	Iva, S. C.
	<i>Fulton High School</i>
Burgess, Frances -----	Greer, S. C.
	<i>Greer High School</i>
Butler, Dessie -----	Saluda, S. C.
	<i>Trinity Graded School</i>
Chapman, Corrie Mae-----	Pelzer, S. C.
	<i>East View High School</i>
Clayton, Cleone -----	Central, S. C.
	<i>Wesleyan College</i>
Cox, Evelyn -----	Woodruff, S. C.
	<i>Greenville Womans College</i>
Crane, Annie Mae-----	Liberty, S. C.
	<i>Liberty High School</i>
Cromer, Gladys -----	Anderson, S. C.
	<i>Anderson High School</i>
Curtis, Lela -----	Dillon, S. C.
	<i>Union High School</i>

Drennon, Olivia	Anderson, S. C.
	<i>Greenville Womans College</i>
Eskew, Nellie	Anderson, S. C.
	<i>Denver High School</i>
Evans, Lois	Central, S. C.
	<i>Six Mile Academy</i>
Flowers, Emma	Dovesville, S. C.
	<i>Dovesville High School</i>
Fulmer, Annice	Neeses, S. C.
	<i>Neeses High School</i>
Gambrell, Maxie	Belton, S. C.
	<i>Belton High School</i>
Headden, Thelma	Pelzer, S. C.
	<i>Pelzer High School</i>
Hilton, Clara Belle	Hardeville, S. C.
	<i>Hardeville High School</i>
Hooton, Willie Frank	Montezuma, Ga.
	<i>Montezuma High School</i>
Jeffries, Irma	Gaffney, S. C.
	<i>Stetson College</i>
Kelly, Bertha	Pelzer, S. C.
	<i>Pelzer High School</i>
Keys, Marion	Belton, S. C.
	<i>Union High School</i>
Keys, Kathleen	Starr, S. C.
	<i>Flat Rock Graded School</i>
Lloyd, Winifred	Anderson, S. C.
	<i>Anderson High School</i>
Lee, Myra	Long Creek, S. C.
	<i>Long Creek Academy</i>
Martin, Louise	Belton, S. C.
	<i>Winthrop College</i>
Middleton, Ruby	Meriwether, S. C.
	<i>Hickory Grove High School</i>
Milam, Cornelia	Sandy Springs, S. C.
	<i>Denver High School</i>

Moore, Mattie O.	Lanford Station, S. C. <i>Laurens High School</i>
Murray, Florence	Anderson, S. C. <i>Anderson High School</i>
Posey, Gladys	Graniteville, S. C. <i>Greenville Womans College</i>
Pruitt, Vivian	Starr, S. C. <i>Starr Graded School</i>
Rainey, Kate	Starr, S. C. <i>Anderson High School</i>
Rawlinson, Alma	Lykesland, S. C. <i>Due West Woman's College</i>
Richards, Mary	Union Point, Ga. <i>Bessie Tift College</i>
Smith, Myrtle	Ft. Mill, S. C. <i>Pineville High School</i>
Smoak, Moloy	Branchville, S. C. <i>Branchville High School</i>
Stevenson, Evelyn	Townville, S. C. <i>Townville High School</i>
Strickland, Mary	Starr, S. C. <i>Starr High School</i>
Sullivan, Lila	Anderson, S. C. <i>Harden Fitting School</i>
Tarkington, Ernestine	Laurinberg, N. C. <i>Laurinberg High School</i>
Todd, Ruth	Laurens, S. C. <i>Laurens High School</i>
Trammell, Geraldine	Anderson, S. C. <i>Anderson High School</i>
Tribble, Sara	Anderson, S. C. <i>Anderson High School</i>
Waites, Ellie	Dyson, S. C. <i>Ninety Six High School</i>
Wates, Addie Lou	Saluda, S. C. <i>Plum Branch High School</i>

Webb, Ruth -----	Aiken, S. C.
	<i>Greenville High School</i>
West, Anna Dean -----	Belton, S. C.
	<i>Fassifern</i>
Wilkins, Harriet -----	Gaffney, S. C.
	<i>Spartanburg High School</i>
Wray, Louise -----	Elberton, Ga.
	<i>Sandersville High School</i>

SUB-FRESHMAN

Adams, Elizabeth -----	Tignall, Ga.
	<i>Tignall High School</i>
Hutto, Eloyce -----	Anderson, S. C.
	<i>Anderson High School</i>
Kennedy, Lauree -----	Laurens, S. C.
	<i>Laurens Graded School</i>
Knight, Frances -----	Anderson, S. C.
	<i>Laurens High School</i>
McCown, Cora -----	Anderson, S. C.
	<i>Anderson High School</i>
Roscoe, June -----	Greenville, S. C.
	<i>Anderson Grammar School</i>
Sadler, Mary -----	Anderson, S. C.
	<i>Anderson High School</i>

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SPECIAL STUDENTS

Allen, Helen -----	Anderson, S. C.
Anderson, Josephine -----	Anderson, S. C.
Anderson, Susie -----	Anderson, S. C.
Archer, Evelyn -----	Anderson, S. C.
Barnes, Ellen -----	Anderson, S. C.
Barnes, Cynthia -----	Anderson, S. C.
Barton, Nelle -----	Anderson, S. C.
Barton, Mae -----	Anderson, S. C.
Barton, Sarah -----	Anderson, S. C.
Bearden, Mildred -----	Piedmont, S. C.

Bell, Caroline -----	Anderson, S. C.
Bettsworth, Fay -----	Anderson, S. C.
Breazeale, Doris -----	Anderson, S. C.
Brown, Myrtle -----	Anderson, S. C.
Burris, Elizabeth -----	Anderson, S. C.
Campbell, Sophie -----	Anderson, S. C.
Cochran, Dorothy -----	Anderson, S. C.
Cooper, Iris -----	Anderson, S. C.
Crist, Rosalind -----	Anderson, S. C.
Dickson, Dorothy -----	Anderson, S. C.
Dickson, Caroline -----	Anderson, S. C.
Dobbins, Ella Sue -----	Anderson, S. C.
Entrekin, Eugenia -----	Anderson, S. C.
Gaines, Frances -----	Anderson, S. C.
Gable, Elizabeth -----	Anderson, S. C.
Greene, Maude Louise-----	Anderson, S. C.
Guest, Lila -----	Anderson, S. C.
Holland, Kathleen -----	Anderson, S. C.
Holman, Harriet -----	Anderson, S. C.
Johnston, Mary -----	Anderson, S. C.
Johnston, Caroline -----	Anderson, S. C.
Johnston, Frances -----	Anderson, S. C.
King, Helen -----	Anderson, S. C.
King, Jack -----	Anderson, S. C.
King, Mahalie -----	Anderson, S. C.
King, Cora Jane-----	Anderson, S. C.
Ligon, Mary Begg-----	Anderson, S. C.
Marchbanks, Ruthelma -----	Anderson, S. C.
Mattison, Mary Frances-----	Anderson, S. C.
Minor, Olive -----	Anderson, S. C.
Muldrow, Georgia Lee-----	Anderson, S. C.
Murphy, Sarah -----	Anderson, S. C.
McCarley, Melva -----	Anderson, S. C.
McCown, Maude -----	Anderson, S. C.
McDaniel, Sarah -----	Anderson, S. C.
McGregor, Mary -----	Anderson, S. C.
McPhail, Nan -----	Anderson, S. C.

McPhail, Helen -----	Anderson, S. C.
Parks, Caroline -----	Anderson, S. C.
Parks, Martha -----	Anderson, S. C.
Pilat, Mildred -----	Anderson, S. C.
Prince, Martha -----	Anderson, S. C.
Rast, Mary -----	Anderson, S. C.
Richardson, Elizabeth -----	Anderson, S. C.
Reid, Selima -----	Belton, S. C.
Salla, Mary -----	Anderson, S. C.
Sherard, Phoebe -----	Anderson, S. C.
Shirley, Cara -----	Anderson, S. C.
Shirley, Lydia -----	Honea Path, S. C.
Simpson, David -----	Anderson, S. C.
Simpson, Dorothy -----	Anderson, S. C.
Stevenson, Alberta -----	Townville, S. C.
Stringer, Callie Freeman-----	Anderson, S. C.
Sullivan, Pauline -----	Anderson, S. C.
Todd, Olive -----	Belton, S. C.
Todd, Virginia -----	Anderson, S. C.
Townsend, Sara -----	Anderson, S. C.
Vandiver, Sarah -----	Anderson, S. C.
Wallace, Sarah -----	Anderson, S. C.
Wiles, Elizabeth -----	Anderson, S. C.
Wiles, Vivien -----	Anderson, S. C.
Wright, Jane -----	Anderson, S. C.
Wyatt, Martha -----	Anderson, S. C.
Young, Josie -----	Anderson, S. C.

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*SPECIALS IN VOICE, PIANO, ART, AND HOME
ECONOMICS*

Barnhill, Maybell -----	Robersonville, N. C.
Bell, Lucy -----	Anderson, S. C.
Bowen, Geraldine -----	Greenville, S. C.
Carlisle, Bertha -----	Anderson, S. C.
Harden, Helen -----	Anderson, S. C.
Lollis, Consuelo -----	Anderson, S. C.

Rast, Martha -----	Anderson, S. C.
Royall, Eloise -----	Salemburg, N. C.
Shearer, Comnena -----	Anderson, S. C.
Shearer, Daisy -----	Anderson, S. C.
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REGISTER OF ALUMNAE

Any Information concerning removal, marriage or death of Alumnae
will be gratefully received

CLASS OF 1913

Hudson, Ellie (Mrs. R. R. King)	Plaza Hotel, Anderson, S. C.
Knight, Ethel (Mrs. Irby Pollard) (Expression 1913, A. B. 1914)	715 G. St., N. W., Washington, D. C.

CLASS OF 1914

Aiken, Jeanette (Mrs. J. Howard Dabbs)	Camden, S. C.
Burriss, Lucile	Anderson College, Anderson, S. C.
Elms, Marie (Mrs. Harold Heath)	Midland, N. C.
George, Leota (Mrs. H. M. Anderson)	337 N. Fant St., Anderson, S. C.
Robinson, Kate (Mrs. Lawrence Wilkinson)	412 Louise Ave., Charlotte, N. C.
Watkins, Mrs. R. E.	Greenville, S. C.
Weeks, Miriam	Aiken, S. C.

CLASS OF 1915

Clinkscates, Margaret (Mrs. Furman Grant)	Mt. Carmel, S. C.
Jackson, Hettie	Iva, S. C.
Lawrence, Betty (Mrs. W. S. Doty)	Bellevue, Pa.
Lawrence, Esther Joy	109 Waupausie St., Dwight, Ill.
Sullivan, Willie (Mrs. Otis Mattison)	2809 Wilson St., Columbia, S. C.
Williford, Leahy (Mrs. Manly McClure)	R. F. D., Anderson, S. C.

CLASS OF 1916

Anderson, Ruth	R. F. D., Anderson, S. C.
Brown, Felicia (Mrs. Albert Smith)	R. 2, Anderson, S. C.
Burriss, Helen	1332 S. Main St., Anderson, S. C.
Darracott, Nelle	Pine Mountain Settlement School, Pine Mountain, Harlan County, Ky.
Gentry, Nelle	Care of Blue Triangle Club, Trenton, N. J.
Henry, Louise	Anderson, S. C.
Henry, Marguerite (Mrs. W. E. Mattison)	Summit Ave., Anderson, S. C.
McGee, Lou Nelle (Mrs. R. G. Watson)	1010 S. Main St., Anderson, S. C.
Martin, Nelle (Mrs. J. A. Jones, Jr.)	R. 2, Starr, S. C.
Masters, Zuliene (Mrs. Henry Jackson)	R. F. D., Anderson, S. C.
Norris, Ethel	R. F. D., Anderson, S. C.
Prince, Sarah (Mrs. F. R. Sellers)	Florence, S. C.
Pruitt, Izetta (Mrs. E. H. Agnew)	Starr, S. C.
Shirley, Margaret	R. F. D., Anderson, S. C.
Sullivan, Catherine (Mrs. E. G. Acker)	Box 149, Martinsville, Va.
Traynum, Karan (Mrs. Baxter Clinkscales)	Starr, S. C.
Turbeville, Eula Mae	154 Spring Street, Charleston, S. C.
Watkins, Grace	Belton, S. C.

CLASS OF 1917

Bolt, Janet	Easley, S. C.
Bowie, Mary (Mrs. Clyde Pruitt)	Pendleton, S. C.
Byrum, Margaret (Mrs. J. Leroy Williams)	Sans Souci, Greenville, S. C.
Cartee, Ina	
Clement, Margaret	Belton, S. C.
Dalrymple, Blanche (Mrs. W. H. Martin)	Lockhart, S. C.
Dugan, Annie Laurie	Honea Path, S. C.
Irwin, Wilma	Landrum, S. C.
Jones, Gertrude	1207 Bainbridge Street, Richmond, Va.
King, Lura	Shorter College, Rome Ga.
McAllister, Nora (Mrs. _____)	Troy, S. C.
Meeks, Byrd	101 Palisade Street, Spartanburg, S. C.
Owings, Brucie	Laurens, S. C.
Pruitt, Bessie (Mrs. Sam Boleman)	Orr Street, Anderson, S. C.

ANDERSON COLLEGE

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Richardson, Nettie (Mrs. Carroll Ducworth)-----	R. 2, Anderson, S. C.
Riley, Mary -----	Anderson, S. C.
Robinson, Willie Wray (Mrs. Sam Anderson)-----	125 Fort Adams, Newport, R. I.
Stewart, Janie -----	Pelzer, S. C.
Striplin, Mattie Mae (Mrs. Frank Cheever)-----	Care of Chero-Cola Bottling Co., Mobile, Ala.
Turner, Bernice -----	King's Hill, N. C.
Truluck, Maude -----	Motbridge, S. C.

CLASS OF 1918

Brownlee, Ruth (Mrs. C. E. Seabrook)-----	Pendleton, S. C.
Burdine, Ruth (Mrs. Webb Von Hasseln)-----	Anderson, S. C.
Burnett, Katherine (Mrs. Louis Seel)-----	Belton, S. C.
Burriess, Kathleen -----	Anderson, S. C.
Burton, Goode -----	Newberry, S. C.
Cooke, Clara -----	Iva, S. C.
Jones, Gussie -----	1 Crescent Ave., Atlanta, Ga.
King, Nancy -----	Belton, S. C.
McCurry, Fannie Sue (Mrs. Joe Blackman)-----	R. 2, Pendleton, S. C.
Nelson, Marie (Mrs. Harmon Rowe)-----	Care of Univ. of Pa., Philadelphia, Pa.
Rice, Orieta -----	Scott, Ga.
Sanders, Sarah -----	Hagood, S. C.
Shearer, Louise -----	Anderson, S. C.
Shirley, Amanda -----	R. F. D., Belton, S. C.
Smith, Nannie (Mrs. Rob Gentry)-----	R. 2, Anderson, S. C.
Wardlaw, Ruby -----	Belton, S. C.
Welborn, Annie (Mrs. D. F. McCormick)-----	North, S. C.

CLASS OF 1919

Anderson, Lois (Mrs. W. W. Sullivan, Jr.)-----	Anderson, S. C.
Cook, Essie -----	Iva, S. C.
Cannon, Bernice -----	Westminster, S. C.
Dugan, Gladys -----	Honea Path, S. C.
Geer, Caro (Mrs. H. I. Hester)-----	Gravel Switch, Ky.
Hamilton, Frances -----	Seneca, S. C.
Hubbard, Edith (Mrs. Rupert McFall)-----	R. F. D., Anderson, S. C.
Keith, Gladys -----	Newberry, S. C.
Miller, Mary Dale (Mrs. -----)	Demopolis, Ala.
Miller, Victoria -----	Westminster, S. C.
Moore, Lessie -----	Marie St., Anderson, S. C.
Moore, Willie Fay -----	Olanta, S. C.
McPhail, Lola (Mrs. Frank Reed)-----	Laurens, S. C.
McPhail, Lucy (Mrs. Edward C. Price)-----	Barnwell, S. C.
Owings, Martha (Mrs. Nim B. Sullivan, Jr.)-----	Anderson, S. C.
Pruitt, Hazel (Mrs. Fred Watson)-----	N. Main St., Anderson, S. C.
Smith, Pauline -----	Anderson, S. C.
Strickland, Annie Belle -----	Pelzer, S. C.
Sullivan, Emily -----	Anderson, S. C.
Watkins, Etta -----	Belton, S. C.
Watkins, Virginia (Mrs. Carl E. Epting)-----	Newberry, S. C.

CLASS OF 1920

Agnew, Blanche -----	Donalds, S. C.
Anderson, Myra -----	8 Psukiji, Akashi Cho., Tokio, Japan
Chamblee, Helen (Mrs. Otis Bolt)-----	R. F. D., Anderson, S. C.
Cox, Vivian -----	Belton, S. C.
Evans, Margaret -----	Pendleton, S. C.
Evans, Nancy (Mrs. Will Austin)-----	Seneca, S. C.
Fay, Hattie -----	Prattville, Ala.
Hillhouse, Swanee -----	Anderson, S. C.
Jones, Adlene -----	Anderson College, Anderson, S. C.
Jones, Mabel (Mrs. Goodman Bare)-----	Starr, S. C.
Lassiter, Esther -----	Anderson, S. C.
Martin, Irene -----	R. 4, Iva, S. C.
Moseley, Ethel -----	Reidville, S. C.
Nixon, Stella -----	Anderson College, Anderson, S. C.
Norris, Mary Lee -----	Anderson, S. C.
Paschal, Mary -----	Mt. Carmel, S. C.

ANDERSON COLLEGE

Pinson, Lucy	Honea Path, S. C.
Segars, Gladys	Hartsville, S. C.
Shearer, Commena	Anderson, S. C.
Shearer, Daisy	Anderson, S. C.
Simmons, Annie	R. 1, Belton, S. C.
Simmons, Irene	R. 1, Belton, S. C.
Smith, Mary	R. 2, Anderson, S. C.
Summerall, Edna (Mrs. Royal Holley)	Aiken, S. C.
Tribble, Ola (Mrs. Lowie J. Bomar)	218 Maple St., Converse Heights, Spartanburg, S. C.
Willis, Helen (Mrs. Winchester C. Smith, Jr.)	Williston, S. C.
Workman, Myrtle (Mrs. Paul Anderson)	Winston-Salem, N. C.

CLASS OF 1921

Bearden, Mildred King	Westminster, S. C.
Blanton, Peggy Osborn (Mrs. Clyde V. Smith)	Anderson, S. C.
Blume, Edna Pauline	Blackville, S. C.
Bobo, Sara Lou	Owings, S. C.
Bowie, Carrie Estelle	Care of Connie Maxwell Orphanage, Greenwood, S. C.
Branham, Clell Allen	601 Newbern Ave., Raleigh, N. C.
Bridges, Mabel Ruth	Anderson, S. C.
Burnett, Dorothy Dayton	Belton, S. C.
Cade, Julia Eliza	Mt. Carmel, S. C.
Coleman, Elva Watson	Anderson, S. C.
Deck, Lillian Elizabeth	Belton, S. C.
Dunn, Elma Cecil	Donalds, S. C.
Fincken, Edith Lavinia	Gaffney, S. C.
Harrison, Mary Helen (Mrs. Horace Rentz)	Branchville, S. C.
Haynie, Kathleen C.	Belton, S. C.
Haynie, Lucile A.	Belton, S. C.
Hembree, Russie (Mrs. Frank Paget)	N. Main St., Anderson, S. C.
Hetrick, Florence Elizabeth (Mrs. Wilbur D. White)	Anderson, S. C.
High, Margarette Gladys	R. F. D., Spartanburg, S. C.
Holcombe, Jaisy Virginia	Belton, S. C.
Hutchinson, Edith Maye (Mrs. Frank Thompson)	R. 2, Anderson, S. C.
Johnson, Lois Marie	Honea Path, S. C.
Long, Bettie Elizabeth	R. 2, Piedmont, S. C.
Mahaffey, Gladys	R. 1, Anderson, S. C.
Milford, Rossie Carolina	R. 8, Anderson, S. C.
Murray, Annie May	Anderson, S. C.
McDaniel, Florence Beatrice	804 Elizabeth Street, Anderson, S. C.
McDaniel, Susie Maude	R. F. D., Timmonsville, S. C.
McMillan, Ruby Nell	205 Perry Avenue, Greenville, S. C.
Pattison, Ouida	Anderson College, Anderson, S. C.
Scott, Martha Christine	Ella Street, Anderson, S. C.
Shirley, Annie Pearl	Bowersville, Ga.
Townsend, Clarice Barksdale (Mrs. Wm. H. Wilson)	Anderson, S. C.
Trogdon, Viola Elizabeth	Buffalo, S. C.
Tuttle, Hazel Irene	Anderson College, Anderson, S. C.
Washington, Lila Forrester	Greer, S. C.
Wilson, Anabel	(Home address, R. 1, Anderson, S. C.) Now teaching in Warsaw, N. C.
Woodle, Elizabeth Arrington	Lyons, Ga.

CLASS OF 1922

Breton, Marguerite	Paris, France
Berry, Anna	Reidville, S. C.
Cunningham, Isabelle	Greer, S. C.
Cunningham, Evelyn	Greer, S. C.
Clinkscales, Margaret	Belton, S. C.
Dillingham, Mabel	Anderson, S. C.
Davis, Irene	Honea Path, S. C.
Davis, Gatha	Westminster, S. C.
Elgin, Bessie	Honea Path, S. C.
Eskew, Ruth	R. F. D., Anderson, S. C.
Ellis, Lura	Pelzer, S. C.
Garvin, Bessie	Chester, S. C.
Gwen, Gena	Lewis, S. C.
Gassaway, Helen	R. 8, Anderson, S. C.
Hiott, Marie	Easley, S. C.

Herlong, Edith	Trenton, S. C.
Hall, Opal	R. F. D., Anderson, S. C.
Harris, Mattie	R. F. D., Anderson, S. C.
Harrison, Louise	Ridgeway, S. C.
Johnston, Lois	Honea Path, S. C.
Jones, Moselle	Elberton, Ga.
Kempson, Mary Ellen	Silver Street, S. C.
Keasley, Annie Laurie	R. 2, Pendleton, S. C.
Kelley, Madeline	Pelzer, S. C.
McCuen, Nettie	Belton, S. C.
McClure, Vergie	R. F. D., Anderson, S. C.
McGee, Clara	Anderson, S. C.
Masters, Bertha	R. F. D., Anderson, S. C.
Medlock, Ethel	Honea Path, S. C.
Pearman, Viola (Mrs. Jesse McDougal)	Anderson, S. C.
Royal, Eloise	Salemburg, N. C.
Rice, Tecora	Pelzer, S. C.
Shields, Bernice	Thomasville, N. C.
Strickland, Janie	Pelzer, S. C.
Sullivan, Dorothy	Anderson, S. C.
Settle, Florence	Point Peter, Ga.
Simmons, Mattie Lou	R. 1, Belton, S. C.
Tolar, Mary Inez	Wagener, S. C.
Williams, Lola	R. 3, Campobello, S. C.
Wood, Camille	Seneca, S. C.
Winter, Mattie Lois	Anderson, S. C.
Williford, Annie Mae	Anderson, S. C.

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